DOCUMENT RESUME

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|---|---|
| TITLE | Impact of a Preschool and Interracial Program. Project Termination Report. |
| INSTITUTION | Cincinnati Public Schools, Ohio. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. |
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ABSTRACT

This final report of an ESEA Title III program compared the impact of a 3-year interracial preschool program on cognitive and social development on two treatment groups and a control group. Group 1 had parents and children participating in a preschool classroom, and the parents also participated in parent education programs. Group 2 had a separate parent education program, but no classroom participation for either parent or child. Group 3 was a control group with no participation other than testing. The groups were drawn randomly, stratified to insure that at least one-third of the number of children in each group were disadvantaged, one-third black, that there was representation from all 11 elementary schools in the district, and approximately even sex distribution. The three major needs focused on by IPSIP were: (1) Improvement of "school readiness" of disadvantaged preschool children, (2) development of healthy self/racial concepts of all children, (3) cultivation of positive parental attitudes toward school and community. Program results showed a 20-point average rise in I.Q. as measured by the Peabody Picture Vocabulary Test (PPVT) for the disadvantaged group, and a 13-point average rise for the advantaged and disadvantaged groups at the end of the second and third years as measured by the Boehm Test of Basic Concepts. Sociometric studies show no racial bias in choice of playmates. (Author/CS)

ED 093480

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# IMPACT OF A PRE-SCHOOL AND INTERRACIAL PROGRAM

Project Termination Report

Cincinnati Public Schools
Department of Research and Development

August, 1973

An E.S.E.A. Title III Project

Judy Barg, Project Coordinator
Ronald H. Nieman, Project Evaluator

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IMPACT OF A PRE-SCHOOL AND INTERRACIAL PROGRAM

Project Termination Report

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PART I

SUBMIT IN TRIPLICATE

OHIO DEPARTMENT OF EDUCATION

**ESEA TITLE III**
781 Northwest Boulevard
Columbus, Ohio 43212

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# BASIC DATA FORM 2

Due Date: August 1 or ninety (90) days following grant termination, whichever occurs first

SECTION A – GENERAL INFORMATION

| PROJECT TITLE | PROJECT NUMBER |
|---|---|
| Impact of a Pre-School & Interracial Program | 45-70-103-3 |

| Applicant Agency | Address (complete) |
|---|---|
| Cincinnati Public Schools | 230 East Ninth Street<br>Cincinnati, Ohio 45202<br>County Hamilton |

| Name of Project Director | Address (complete) | Telephone Number / Area Code |
|---|---|---|
| Judy Barg | 230 E. Ninth Street<br>Cincinnati, Ohio 45202 | 621-7010<br>513 |

| Superintendent | Address (complete) | Telephone Number / Area Code |
|---|---|---|
| Dr. Donald Waldrip | 230 E. Ninth Street<br>Cincinnati, Ohio 45202 | 621-7010<br>513 |

| Signature of Superintendent | Date |
|---|---|
| | |

SECTION B – SCHOOL POPULATION AND PARTICIPATION DATA

| Enrollment Data on or Near the Previous October 1 | | Number of Children: Pre-Kinder-Garten | Kinder-Garten | Grades 1-6 | Grades 7-12 | Adults | Staff Receiving Inservice Training | Total |
|---|---|---|---|---|---|---|---|---|
| 1. Total Enrollment of School District(s) Served by Title III Project | Public | 1,078 | 6,299 | 38,236 | 32,735 | | | 78,348 |
| | Nonpublic | N.A. | 203 | 12,898 | 11,933 | | | 25,034 |
| 2. Total Enrollment of Schools Served by Title III Project | Public | 70 | 285 | 1,506 | N.A. | | | 1,861 |
| | Nonpublic | N.A. | N.A. | N.A. | N.A. | | | N.A. |
| 3. Persons Directly Participating in the Title III Project | Public | 45 | 55 | -0- | -0- | 220 | 6 | 330 |
| | Nonpublic | | N.A. | N.A. | N.A. | | N.A. | N.A. |

4. Direct and Indirect Participation of Students, Teachers and Counselors

| Type of School | Direct Participation: Teachers: Elementary | Teachers: Secondary | Counselors: Elementary | Counselors: Secondary | Indirect Participation: Teachers: Elementary | Teachers: Secondary | Counselors: Elementary | Counselors: Secondary | Students: Elementary | Students: Secondary |
|---|---|---|---|---|---|---|---|---|---|---|
| Public | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 0 |
| Nonpublic | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. |

BD 2-1

## SECTION C – ETHNIC, TARGET POPULATION, AND RURAL URBAN PARTICIPATION

| 1. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY ETHNIC GROUPS | Negro American | Indian American | Oriental American | Spanish surnamed American (Mexican, Puerto Rican, Cuban descent) | Caucasian | Other |
|---|---|---|---|---|---|---|
| Number of Participants | 165 | 0 | 0 | 0 | 165 | 0 |
| Percent of Participants | 50 | 0 | 0 | 0 | 50 | 0 |

| 2. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY TARGET POPULATION | Migrants | Disadvantaged | Handicapped | Early Childhood Education | Other–Specify | |
|---|---|---|---|---|---|---|
| | | | | | N.A. | 6 |
| Number of Participants | 0 | 117 | 0 | 330 | 0 | 0 |

| 3. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY RURAL URBAN DISTRIBUTION | Rural | | Standard Metropolitan Area | | Other Urban | |
|---|---|---|---|---|---|---|
| | Farm | Nonfarm | Low Socioeconomic Area | Other | Low Socioeconomic Area | Other |
| Percent of Total Number Served | 0 | 0 | 33 1/3 | 66 2/3 | 0 | 0 |

## SECTION D – PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

| Type of Paid Personnel | Project Staff Paid with Title III Funds | | | | Project Staff Not Paid with Title III Funds and Volunteers | | | |
|---|---|---|---|---|---|---|---|---|
| | Full Time | Part Time | | Full Time Equivalent | Full Time | Part Time | | Full Time Equivalent |
| | | Half or greater | Less than half | | | Half or greater | Less than half | |
| 1. Administration, Supervision | 1 | | | | | | | |
| 2. Teachers | | | | | | | | |
| a. prekindergarten | | 3 | | | | | | |
| b. kindergarten | | 3 | | | | | | |
| c. grades 1-6 | | | | | | | | |
| d. grades 7-12 | | | | | | | | |
| e. other | | | | | | | | |
| 3. Subject matter specialists (Artists, scientists, etc. other than regular teachers) | | | | | | | | |
| 4. Technicians (audiovisual, etc.) | | | | | | | | |
| 5. Pupil personnel workers (Guidance, counseling, testing, attendance and school social work) | | | | | | | | |
| 6. Health services personnel (Medical, dental, psychiatric) | | | | | | | | |
| 7. Researchers and evaluators | | 1 | | | | | | |
| 8. Planners and developers | | | | | | | 1 | |
| 9. Disseminators (writers, public relation personnel, etc.) | | | | | | | | |
| 10. Other professionals | | | | | | | | |
| 11. Paraprofessionals (education aides, etc.) | | | | | | | 50 | |
| 12. Other nonprofessionals (clerical, pupil transportation food services, etc.) | | | | | | | | |

## SECTION E – PERSONS SERVED BY TITLE III PROJECT AND ESTIMATED COST

| MAJOR PROGRAMS OR SERVICES | Number of pupils by grade level (public and nonpublic schools) | | | | Number of nonpublic school pupils | Number of adults (exclude staff receiving training and project staff members) | Number of staff who received inservice training | Total estimated cost | COMPLETE ONLY IF PROJECT HAS TERMINATED: Indicate per cent of each program or service that is being continued without Federal Funds |
|---|---|---|---|---|---|---|---|---|---|
| | Pre-Kindergarten | Kindergarten | Grades 1-6 | Grades 7-12 | | | | | |
| A. Direct educative services (Teaching and aiding teaching) | | | | | | | | | |
| 1. Basic skills | | | | | | | | | |
| a. Remedial | | | | | | | | | |
| 1) English language arts (except reading) | | | | | | | | | |
| 2) Reading | | | | | | | | | |
| 3) Cultural | | | | | | | | | |
| 4) Social sciences/social studies | | | | | | | | | |
| 5) Natural science and mathematics | | | | | | | | | |
| 6) Other – specify | | | | | | | | | |
| b. Nonremedial (regular) & enrichment | | | | | | | | | |
| 1) English language arts (except reading) | | | | | | | | | |
| 2) Reading | | 55 | | | | | 3 | 800 | 100 |
| 3) Cultural | | | | | | | | | |
| (a) Foreign languages (classical & modern) | | | | | | | | | |
| (b) Arts (music, theater, etc.) | | | | | | | | | |
| 4) Social sciences/ social studies | | | | | | | | | |
| 5) Natural sciences and mathematics | | | | | | | | | |
| 6) Other – specify | 45 | 55 (Early Childhood Education) | | | | | 6 | 55,000 | 100 |
| B. Special education | | | | | | | | | |
| 1. Handicapped | | | | | | | | | |
| 2. Gifted | | | | | | | | | |
| C. Supporting services | | | | | | | | | |
| 1. General administration | | | | | | | | | |
| a. Information dissemination | | | | | | | | | |
| b. Other | | | | | | | | | |
| 2. Instructional administration | | | | | | | | | |
| a. School wide direction and management | | | | | | | | | |

SECTION E – PERSONS SERVED BY TITLE III PROJECT AND ESTIMATED COST (Continued)

| MAJOR PROGRAMS OR SERVICES | Number of pupils by grade level (public and nonpublic schools) | | | | Number of nonpublic school pupils | Number of adults (exclude staff receiving training and project staff members) | Number of staff who received inservice training | Total estimated cost | COMPLETE ONLY IF PROJECT HAS TERMINATED: Indicate per cent of each program or service that is being continued without Federal funds |
|---|---|---|---|---|---|---|---|---|---|
| | Pre-Kindergarten | Kindergarten | Grades 1-6 | Grades 7-12 | | | | | |
| b. System-wide direction and management | | | | | | | | | |
| c. Instructional supervision | 45 | 55 | | | | | 6 | 15,000 | 100 |
| 3. Program development | | | | | | | | | |
| a. Research & development | 45 | 55 | | | | | | | 10 |
| b. Planning | 45 | 55 | | | | | | | 10 |
| c. Evaluation | 45 | 55 | | | | | 6 | 8,500 | -0- |
| d. Demonstration | | | | | | | | | |
| 4. Personnel development | | | | | | | | | |
| 5. School library resources and other instructional material (except equipment) | | | | | | | | | |
| a. Audiovisual materials | | | | | | | | | |
| b. Books, periodicals and other printed materials (except textbooks) | | | | | | | | | |
| 6. School library, audiovisual & other media personnel | | | | | | | | | |
| 7. Pupil services | | | | | | | | | |
| a. Guidance and counseling | | | | | | | | | |
| b. Testing | 45 | 55 | | | | | 6 | 500 | 10 |
| c. School psychological services | | | | | | | | | |
| d. Attendance & social work | | | | | | | | | |
| e. Health services | | | | | | | | | |
| f. Pupil transportation | | 25 | | | | | | 8,000 | 35 |
| 8. Capital outlay | | | | | | | | | |
| a. Sites and buildings | | | | | | | | | |
| b. Equipment | | | | | | | | | |
| 1) Audiovisual | | | | | | | | | |
| 2) Other instructional equipment | | | | | | | | | |
| 3) Noninstructional equipment | | | | | | | | | |
| D. Improving classroom instruction (flexible scheduling, individual instruction, etc.) | 45 | 55 | | | | | 8 | 2,200 | 100 |
| E. Community services or participation | | | | | | | | | |

BD 2-4

SECTION F - REPLICATION AND INTEREST

According to your best information, list

1. School districts which have replicated to some degree components of the ESEA Title III project reported on this form.

| NAME | LOCATION |
|---|---|
| Cincinnati Public Schools | Cincinnati, Ohio |
| | |
| | |
| | |
| | |

2. the number of school districts which have visited the ESEA Title III project reported on this form.

   a. Ohio 4

   b. Other states 3

3. the number of requests (correspondence or telephone) received for information and/or materials relating to the ESEA Title III project reported on this form 125.

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PART II

A. IPSIP SUMMARY

The ESEA Title III Project, IPSIP, (Impact of a Preschool and Interracial Program) operated in a large, changing community in northeast Cincinnati. High community interest in developing and supporting programs that foster interracial understanding was a key factor in the success of IPSIP. Over three hundred families volunteered their three year olds for participation.

Basically there were three treatment groups: Group I had parents and children participating in preschool classroom, and additionally, the parents participated in parent education programs; Group II had a separate parent education program but no classroom participation for either parent or child; Group III was a control group with no participation other than testing.

The groups were drawn randomly, stratified to insure at least one third disadvantaged, one third black, full representation from all eleven elementary schools in the district, and approximately even sex distribution.

The three major needs focussed upon by IPSIP were: 1) Improvement of "school readiness" of disadvantaged pre-school children; 2) Development of healthy self/racial concepts of all children; 3) Cultivation of positive parental attitudes towards school and community.

The major objectives stemming from the needs are:

1. A measured 10 point rise in I.Q. for the disadvantaged children participating in IPSIP.
2. Gains in I.Q. for the advantaged group.
3. Significantly increase enrolled pupils' cognitive development.
4. Project pupils will show racially unbiased peer relationships.
5. Pupils will develop healthy attitudes toward racial self-concepts.
6. Stimulate interest, knowledge, and commitment to project and pre-school education among residents of the target area.

The activities designed to meet objectives one (1) through six (6) were the socially and culturally controlled IPSIP classes and parent education program. The results by objective are:

1. An average 20 point rise in I.Q. for disadvantaged.
2. An average 13 point rise in I.Q. for advantaged participants compared with a 9 point rise for advantaged control group.
3. At the end of the second and third years, the disadvantaged pupil group is not significantly different from the advantaged group.
4. Sociometric study shows no systematic racial preference in choice of playmates.
5. Clark Doll Study replications show nearly complete racial awareness with some slight biases developing.
6. Parent Survey conducted. Parents of all 3 groups, classroom participants, parent education, controls, and both races generally agree as to importance of school, integration, IPSIP and pre-school.

The high degree of success plus the enthusiastic parental support justifies the continuance and expansion of IPSIP with general funds for 1973-74.

B. Context Description

IPSIP went into formal operation in the Fall of 1970, upon the official Title III, ESEA grant. Prior to this, however, community persons and school personnel worked together to draw up needs and guidelines to be included in the program. The proposal was presented by the Cincinnati Public Schools through the Research and Development Department and was formally started August of 1970.

The Locale

The target area for the project "Impact of a Pre-School and Interracial Program" serves an area known as the Woodward High School district. This community has a comprehensive high school in the system (grades 10-12). Feeding into the school of 2,300 students, are two junior high schools (grades 7-9), ten elementary schools (K-6), and one primary school (K-3). When the project began in 1970, the Black population of this high school was approximately 45%--which increased to 63% in 1972. The community represents a cross-section of racial, economic, cultural and religious backgrounds. Black, white, Christian, Jew, professional, business, blue-collar worker and welfare recipients all make up this large community situated in northeast Cincinnati.

The School System

The Cincinnati Public School system serves approximately 77,000 children, of whom approximately 47% are Black. The number of high schools total eight, one of which is a college prep school and includes junior high school. There are 17 additional junior high schools and 68 elementary schools and 6 primary schools (K-3).

Financial Status of the School System.

As of 1971-72, per pupil cost of education in the school system was $876.66 according to a State Department of Education formula.

The tax rate has remained unchanged in the past three years (1970-73); during this time, the base has gradually increased while the enrollment has gradually decreased. Bond issues were passed; tax levies failed.

Statement of Need.

Several major studies of the Cincinnati Public Schools have contributed to an excellent understanding of our needs. Starting in 1966, a major curriculum study was undertaken to set the goals for the public schools. This study was followed by the Cincinnati School Survey conducted by the University of Chicago, which resulted in the two-volume report and conducted by over 120 experts in their respective fields. Following this survey, eleven major community task forces were created around areas such as education and race, elementary education, vocational education, etc. Finally, all of these studies were synthesized into one major report entitled "Organizational Goals of the Cincinnati Public Schools."

In short, all of these studies have indicated in one way or another, two areas of critical needs which coincide with those of the state: developing approaches to pre-school education and providing improved educational and cultural opportunities for the disadvantaged. It is important to realize that several hundred members of the community have participated in the above studies as well as the professional staff of the school system.

The goal is quality education. Developing a sound, efficient and effective pre-school program is viewed as one strategy for attaining this goal.

The project was designed to serve three-year-old children during the first year. It had a strong research and development orientation. The reason is because pre-school education, while receiving great emphasis in recent years, is

still so new that many questions remain unanswered. This program was seeking an understanding, for example, of the relative effectiveness of pre-school curriculum intervention program with parent education, of a parent education program alone, and no treatment of either child or parent.

In this changing community with a cross-section of pupils, there is roughly 20% low income families. We need to know what an enriched environment can do to meet the needs of these children. An important aspect of this enriched environment is the mixture of the children themselves.

C. Program Explanation

This type of project has as its prime staff six pre-school teachers, as well as a full-time project director and half-time project evaluator. Project teachers were selected through the standard procedures of hiring personnel in the school system. At least two years of college, background of early childhood education and interest in children were the backgrounds of our teachers. One teacher had managed her own nursery school prior to coming to our program. Two teachers held associate degrees on early childhood education, two had Montessori education experience and one had a degree and experience in early childhood and kindergarten. All held the basic philosophy of a child-centered program and an interest in assisting the research of this project. Each was charged with working with parents as an important facet of the program, thus parents were aides in their child's class. This is not always an easy task; however, there did emerge a strong parent-participation factor. The teachers were hired for five hours a day (approximately 8:30-1:30) for the regular school year. However, much more of their time was devoted to program needs than is shown on a time sheet.

The project coordinator was a former teacher with experience in early childhood education, the primary grades, and University instruction for kindergarten methods, holding a Masters degree in Administration and Supervision. Project duties included management and supervision of staff, curriculum, budget and communications.

The half-time evaluator was a staff member of research and development in the school system, with prior experience in evaluating other early childhood programs. A former assistant principal with a Masters degree in Administration and Supervision, guidance counseling degree and research certificate, this evaluator holds appropriate certification in evaluation. His duties include needs assessment, arranging appropriate tests for children in the project, and writing appropriate evaluation and communications.

Organizational Details

This is the final year of a three year program, under the direction of the same program coordinator and evaluator, who worked from offices centered at the Administration building of the School System. Travel to project sites were frequent, facilitating participation in observation of the project.

In-Service for Staff

Teachers had available to them the first year of the project, meetings and on-site visits to the University of Cincinnati early childhood center. This consultant service was modified the second and third year to have training with a U.C. professor in early childhood and kindergarten methods. In addition to visits to other class sites within the city, teachers had workshops with a school system psychologist in areas of child management and developmental skills. Visiting consultants in art, music, and body management also contributed to in-service training.

Teachers met once a month with the coordinator and evaluator and school principals to assess the project needs and exchange information.

Parents in the project also were given in-service training in the following areas: Parent education, child management, materials and equipment used in pre-school, body management and developmental skills.

Physical Arrangements

The pre-school classes met in four schools. Three of the schools were "modern" and one was "older." Consensus of teachers indicates that more room was needed in two of the newer schools. In terms of "more room," an activity room which housed large muscle equipment afforded the necessary freedom for children to move. Cooperation of school administrators and available space are top priorities given by the staff. Along with that is the principal's understanding of early childhood, and thus the physical needs of young children.

Three classrooms were traditional in the classroom environment, two were open and one was a modified Montessori. The program activities, included cognitive, social and physical activities, and time was scheduled for morning only. Children arrived at 8:45 and departed at 11:30 a.m. Teachers then spent the remaining time planning their programs and meeting with parents or staff.

The pre-school classes each had fifteen children, with approximately half boys and half girls; and at least one third of the enrollment Black and one third of the enrollment economically disadvantaged. There was one teacher for each class with from one to three parents assisting in the classroom. Parents scheduled their time with the teachers. Parents assisted in the class their child attended. The third year of the project, in addition to three pre-school classes, there were three kindergarten classes with 18 to 23 children in each class. These children had been in the project since age three.

The first two years of the project two types of parent participation existed. As already pointed out, there was classroom participation. In addition, another group, "Parent Education," had parents meeting with a leader for in-service training. Their children did not attend project classes. Whatever they learned in parent education was brought home and implemented there.

The major goal was to demonstrate that the disadvantaged child gained at an accelerated rate which would eventually bring his achievement to a level equal to the average advantaged child. This goal has been met.

A manual provided in another section of this report gives a list of materials and equipment used in the classroom setting.

Parent-Community Involvement

The interests and talents of parents in the program and other interested community persons are indicated through the Parent Advisory Council and school parent groups (each class had its parent group). Project needs, project support and input were examples of parent participation through artwork, transportation and volunteer testing. Examples of parent participation in the classrooms included (with training) reading stories, language development through drama, assistance in learning centers, field trips assistance, and many other areas where the talents of paraprofessionals are utilized and appreciated.

The IPSIP Newsletter was a monthly communication which reached project personnel and community persons. In addition to this, city and suburban newspapers carried stories of the project and a slide-tape production was utilized to tell the program story to interested groups.

Budget Analysis

This research program was developed to operate within a budget, provided by ESEA, Title III of $92,200.00 the first year. The second year the budget was $87,500.00 and the last year it was $90,000.00. It should be noted that as a research program, costs exceed replication costs. The budget for six classes and other project needs are for example:

| | First Year | Second Year | Third Year |
|---|---|---|---|
| 1. Six teachers | 28,000 | 28,000 | 30,000 |
| 2. Materials & Supplies | 7,300 | 2,000 | 2,000 |
| 3. Pupil Transportation | 0 | 6,000 | 8,000 |
| 4. Contracted Services | 7,500 | 2,400 | 2,200 |
| 5. Snacks for Children | 3,000 | 2,000 | 2,200 |
| 6. Equipment | 7,500 | 1,000 | 0 |

Per pupil cost in the regular elementary school program is approximately $877.00. Our per pupil cost was approximately $800.00, and to replicate would be approximately $500.00 per pupil for 1/2 day and $700.00 per pupil for full day.

| | |
|---|---|
| Total federal support under ESEA Title III | $26,970 |
| Total federal support other than under ESEA Title III | -0- |
| Total non-federal support | -0- |
| Total project cost | $26,970 |
| Total evaluation cost | $30,500 |

Community support for the IPSIP testing program has been outstanding. There were so many groups who participated: The Volunteer Group of the Council of Jewish Women, St. Paul's Nursery School Volunteers, Delta, Sigma Theta Soroity, "independent" volunteers, CAEYC (Cincinnati Association of the Education of Young Children) and project teachers.

Parent Education received much support and service from the Jewish Family Service, which served as a consultant agency.

The University of Cincinnati Arlett Center for Early Childhood Education participated in a consultant role. In addition, an assistant professor of Education from the University of Cincinnati assisted in project needs for kindergarten instruction.

D. EVALUATION

1. Pupil Selection - 1970

Approximately 10,000 combination announcements/application forms were distributed throughout the Woodward area during September, 1970. Although the schools were the primary dissemination vehicle, churches, synagogues, and community centers were also very helpful. Likewise the newspaper cooperated by carrying a small feature story and application form.

A total of fourteen parent orientation meetings were held over a four week period, October 12 through November 4, 1970. Seven meetings were held in the evening, 7:30-9:30 P.M.; three in the morning, 9:30-11:30 A.M.; and three in the afternoon. This was done for the convenience of the parents so that there would be as few conflicts as possible.

Meetings were held at ten of the eleven schools in the subsystem so that the meetings were in every geographic area at least once. The centrally located schools - Bond Hill, Hartwell, Losantiville and Pleasant Ridge - were each used twice to reduce travel and thus encourage more people to attend. One school, Burton, was not used since it is located on an extreme boundary line and is close to another school (North Avondale) which was used.

Each week the meetings were concerned with a different aspect of the IPSIP Program. During the first week, the five evening meetings presented an overview of the project; the second week the topic was procedures and instruments for evaluation; a review of the proposed curriculum was presented in the third week; during the fourth week, the parent education program was explained.

Approximately 260 of the 306 original applicants attended the meetings. However, only half (130) attended all four. In order to achieve a reasonable number of students in each cell of the design and to ensure a reasonable homogeneity of groups, it was recommended that parent attendance requirements for eligibility to participate in Group I and Group II be set at three meetings for the advantaged category and two meetings for the disadvantaged group.

PUPIL SELECTION - 1970-1971 Cont'd.

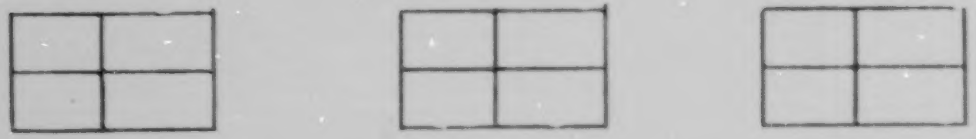
On Monday, November 9, at 1:30 P.M., the names of students to participate in Groups I, II and III were drawn randomly from the boxes, which were arranged as follows:

Advantaged

| Group A | Group B | Group C |
|---|---|---|
| Bond Hill | Burton | Kennedy |
| Carthage | Losantiville | Pleasant Ridge |
| Hartwell | North Avondale | Silverton |
| Roselawn | Swifton | |

Black White | Black White | Black White

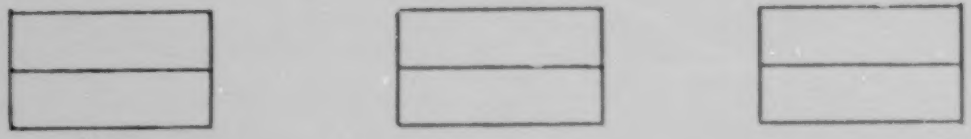
Boy
Girl



Disadvantaged

Group A | Group B | Group C

Boy
Girl



Five parents, three children, and three members of the administrative staff were present and participated in the drawing. Letters were mailed the following day informing parents of their assigned group. Four orientation meetins were scheduled for the teachers and parents in Group I (class participation) on November 13.

The overall composition of the children in Group I was:

| | Actual Number | | Percentage Actual | Criteria |
|---|---|---|---|---|
| Boys | 47 | | 52 | 50 |
| Girls | 43 | | 48 | 50 |
| Negro | 38 | (22 advantaged - 16 disadvantaged) | 42 | 33 |
| White | 52 | (38 advantaged - 14 disadvantaged) | 58 | 67 |
| Advantaged | 60 | | 67 | 67 |
| Disadvantaged | 30 | | 33 | 33 |

The composition of Group II was: *

| | Actual Number | Percentage Actual | Percentage Criteria |
|---|---|---|---|
| Boys | 47 | 50.5% | 50% |
| Girls | 46 | 49.5% | 50% |
| Negro | 34 | 39% | 33% |
| White | 53 | 61% | 67% |
| Advantaged | 83 | 93% | 67% |
| ** Disadvantaged | 6 | 6% | 33% |

The composition of Group III was: *

| | | | |
|---|---|---|---|
| Boys | 18 | 47% | 50% |
| Girls | 21 | 53% | 50% |
| Negro | 9 | 33% | 33% |
| White | 19 | 67% | 67% |
| Advantaged | 32 | 97% | 67% |
| ** Disadvantaged | 1 | 3% | 33% |

The composition of the group which was withdrawn from the program could not be ascertained with any degree of certainty since it was not possible to either meet or screen most of the parents. The total N for the withdrawn group was 83.

The criteria used for determining the disadvantagedness of parents was based solely on total family income and the number of children in the family. Children from families whose income exceeded $7,000 per year could not be considered disadvantaged unless there were extremely unusual circumstances surrounding the family situation.

The following chart was used as the basis of disadvantagedness

| Number in Family | Income |
|---|---|
| 3 | Below $3,000 |
| 4 or 5 | 3,000 to 5,000 |
| 6 or more | 5,000 to 7,000 |

* Differences in N among sub-groups are attributable yo incomplete forms

** The criteria for disadvantagedness in Groups II and III is the same as was used in Group I. By raising the criterion income level slightly, an additional number of disadvantaged students could be rather easily acquired.

The reader is cautioned in his interpretation and/or use of the above chart that these criteria were established with only the Woodward area in consideration. Any other use for different communities could be grossly misleading. Disadvantagedness is obviously a relative function of the group being studied.

OVERALL DISTRIBUTION OF STUDENTS FROM GEOGRAPHIC AREA

| | No. of Children per School | | | |
|---|---|---|---|---|
| School | I | II | III | Total |
| North Avondale | 6 | 8 | 3 | 17 |
| Bond Hill | 8 | 3 | 1 | 12 |
| Burton | 6 | 2 | 7 | 15 |
| Carthage | 4 | 4 | 1 | 9 |
| Hartwell | 12 | 10 | 4 | 26 |
| Kennedy | 9 | 13 | 3 | 25 |
| Losantiville | 13 | 7 | 4 | 24 |
| Pleasant Ridge | 14 | 17 | 14 | 45 |
| Roselawn | 4 | 5 | 2 | 11 |
| Silverton | 7 | 9 | 1 | 17 |
| Swifton | 7 | 12 | 3 | 22 |
| TOTALS | 90 | 90 | 43 | 223 |
| Requested to be withdrawn | 37 | | | |
| Withdrawn for lack of participation, moved from area, etc. | 46 | | | |
| | 83 | | | 83 |
| | | | GRAND TOTAL | 306 |

2. Pupil Selection - 1972

Since IPSIP is a voluntary program; and since some parents wanted their children to attend regular kindergarten; and since the children were older and could, therefore, function in larger groups, the six original classrooms were consolidated into three. This allowed space and personnel for three new preschool classes. In order to recruit participants for the new group Judy Barg initiated steps to advertise the new classes, to print and disseminate approximately 10,000 application forms to churches, schools, and community agencies throughout the Woodward area and other members of the community. A time cable was established. Initially, all applications were to be returned to the IPSIP office by October 20. This was later revised to October 27. Meetings were scheduled for parents of the new applicants during the first week of November. The drawing of applicants, which was open to the public, took place November 13, 1972. The same format was used as in the 1970 selection expect that the disadvantaged income level was raised $1,000. All parents were notified immediately of their status. Classes were phased in on November 20-21; full regular classes began on November 22.

3. Participant Characteristics

a. All of the participants were volunteered by their parents.

b. All were residents of the Woodward Community. (See Context Description, "B.")

c. Parents of mentally handicapped children were referred to more appropriate agencies. Therefore, all of the IPSIP children were at least above the EMR range.

4. Measurement Instruments.

a. Peabody Picture Vocabulary Test (PPVT), American Guidance Service, Inc. Circle Pines, Minnesota. The PPVT is a series of picture discrimination items. Each page has four pictures; the subject is asked to put his finger on the picture that matches the stimulus word e.g. key, ball, fan, digging. It is a standardized test, widely used and generally interpreted as a measure of I.Q. The PPVT is individually administered and requires approximately 20 minutes.

b. The Apell Test, Edcodyne, Inc. Orange, California.
The Apell is designed specifically for children ages 4 to 7. There are 50 items which assess some aspect of a child's abilities in one of three basic skills: Pre-Reading, Pre-Math, or Language. The test is individually administered to children under 5 and requires approximately 40 minutes.

c. Boehm Test of Basic Concepts, The Psychological Corporation, New York.
The Boehm is designed for children ages 5 to 7. It is a group test which measures development in spatial, quantative, and time concepts. The test has national norms for grades K-2; LOW, MID, and HIGH SES; for beginning and midyear. It is in two parts and requires about 20 minutes for each.

d. Sociometric Studies were the standard two choice, one question format. A typical question was: "Whom would you like to have as a partner for 'Farmer in the Dell?' If he has already been chosen, who is your second choice?"

e. Doll Study. Complete details are given in this paper in Appendix "B."

f. Pre Kindergarten Goal Card. A locally developed test which was used with "Headstart" and Title I preschool children. It proved to

be too easy for IPSIP children and was dropped as part of the evaluation plan after one administration in December, 1970.

g. Cincinnati Autonomy Test Battery. Developed by Dr. Thomas Banta, University of Cincinnati. It attempted to measure isolated mental abilities like, curiosity, innovativeness, self-control, etc. While much of the original evaluation plan was based upon this test, serious doubts as to its validity arose after one administration during January and February 1971. The data gathered were so eratic that the test battery was dropped from the evaluation plan. This in no way should be construed as a criticism of Dr. Banta's Test; only that the IPSIP staff was either unable to administer the battery properly or that the evaluator was unable to handle the data correctly.

5. Findings

a. Cognitive Growth

Primary measures of cognitive gains were made by use of three standardized tests: The Peabody Picture Vocabulary Test; Boehm Test of Basic Concepts; and the Apell Test. The testing procedures, reliability study, data and conclusion for the cognitive measures are included as Appendix "A." Described below are the general trends and findings.

Peabody Picture Vocabulary Test (PPVT)

The graph below shows the general upward trend of tested IQ scores for the advantaged control, advantaged classroom, and the disadvantaged classroom groups. The reader will remember that there was no disadvantaged control group due to the high attrition rate among the disadvantaged group.

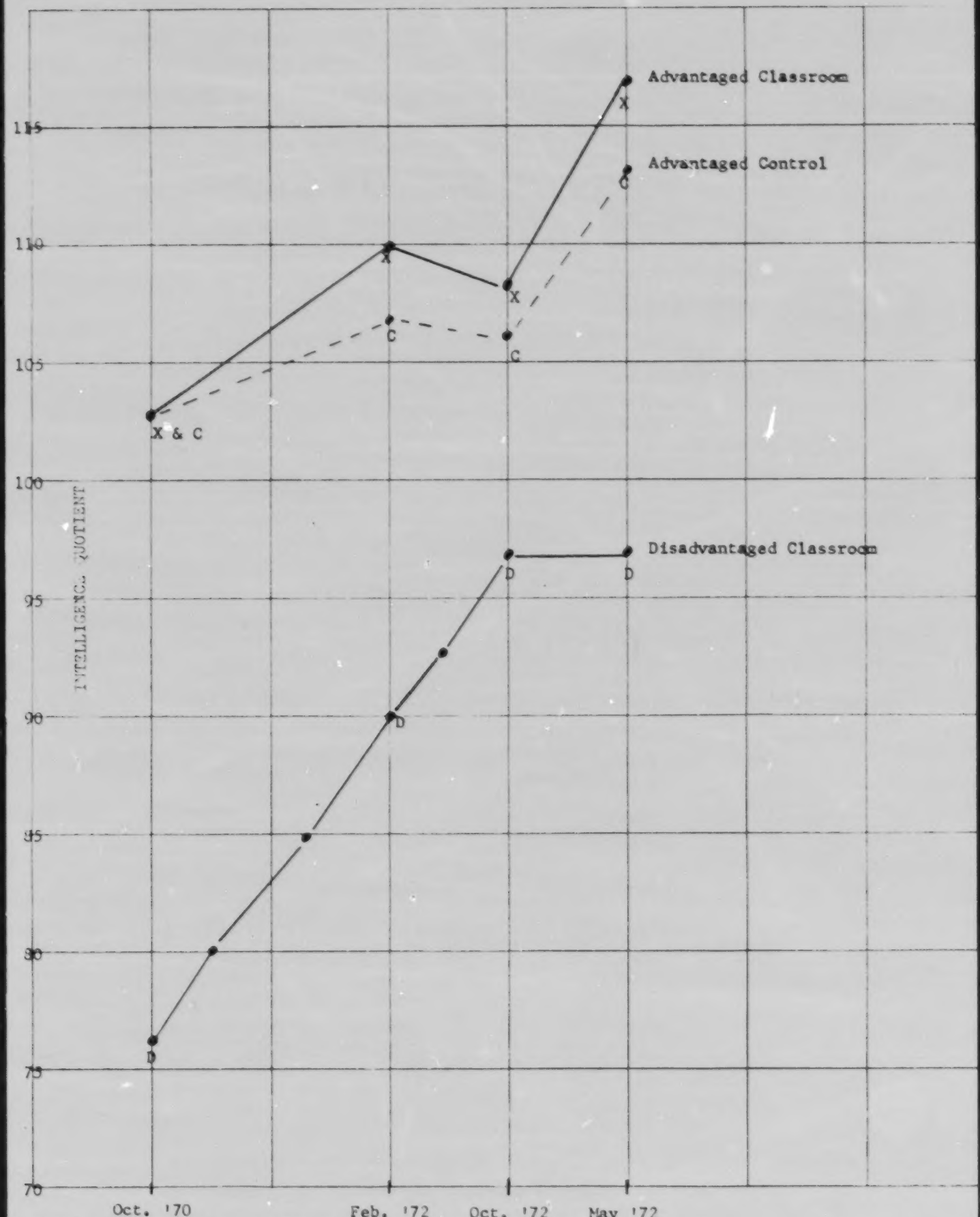



Figure 1. Mean Scores on Peabody Picture Vocabulary Test

New Group PPVT TESTING - MARCH 1973

The PPVT was administered to the new group of four year olds during March, 1973. They were, therefore, approximately equal in age to the original group when they were tested in February, 1972. There were no controls for the new group, however.

The results showed the new advantaged group to be slightly lower than the original group (four points), but the new disadvantaged group to be higher (by four points) than their original group counterparts. Bearing in mind that the original group had had a full year more of classroom participation, the new group's performance is quite surprising.

The small number of children involved in the study precludes any sweeping generalizations, but there seems to be good evidence for further study to determine what lasting effect schooling has upon three year old children.

The data are summarized below in Table 2.

Table 2. New Four Year Old IPSIP Group, Peabody Picture Vocabulary Test, Form A, March, 1973.

| | Disadvantaged | Advantaged |
|---|---|---|
| $\Sigma X$ | 1,414 | 2,647 |
| $\Sigma X^2$ | 138,150 | 286,739 |
| N | 15 | 25 |
| $\bar{X}$ | 94.3 | 105.9 |
| Sd. | 17.8 | 16.0 |

The Apell Test

A comparison of the disadvantaged with the advantaged students was made in April of 1971 and again in April 1972. The disadvantaged students' mean score, as tested by the Apell, rose from 29.8 in 1971 to 38.6 in 1972--a mean rise of just less than nine points.

The advantaged students tested at 35.4 in 1971 and tested at a mean of 41.6 in 1972. When comparing the disadvantaged with the advantaged students in 1971, a one-way analysis of variance indicates a significance beyond .01 level. However, in 1972, when the disadvantaged students are compared with the advantaged, there is no significant differences between the two. This, in effect, is saying that disadvantaged students as a group are not significantly different from the advantaged students as a group in 1972. The summary of the data and the analysis variance summaries are listed below.

Table 3. Summary Data and ANOVA (comparing advantaged and disadvantaged students, April, 1970-71 and 1971-72.

| | | Disadvantaged - Apell | |
|---|---|---|---|
| | | 1970-71 | 1971-72 |
| Ex | = | 537 | 694 |
| $Ex^2$ | = | 17,017 | 27,322 |
| $\bar{X}$ | = | 29.8 | 38.6 |
| T | = | 7.4 | 5.6 |
| n | = | 18 | 18 |

| | | Advantaged - Apell | |
|---|---|---|---|
| | | 1970-71 | 1971-72 |
| Ex | = | 2,092 | 2,495 |
| $Ex^2$ | = | 76,398 | 105,987 |
| $\bar{X}$ | = | 35.4 | 41.6 |
| T | = | 6.1 | 5.99 |
| n | = | 59 | 60 |

ANOVA - 1970-71 ADVANTAGED GROUP V.S. DISADVANTAGED GROUP

| | df | SS | MS | F | P |
|---|---|---|---|---|---|
| B | 1 | 436.28 | 436.28 | 10.17 | <.01 |
| W | 75 | 3,217.15 | 42.90 | | |
| TOTAL | 76 | 3,653.43 | | | |

ANOVA - 1971-72 ADVANTAGED GROUP V.S. DISADVANTAGED GROUP

| | df | SS | MS | F | P |
|---|---|---|---|---|---|
| B | 1 | 126.93 | 126.93 | 3.33 | ns |
| W | 76 | 2,896.07 | 38.11 | | |
| TOTAL | 77 | 2,927.96 | | | |

The Boehm Test of Basic Concepts

Two comparisons were made for the October study: The first compared the 18 disadvantaged students with the 32 classified as advantaged. While there was a 5 point difference in mean score in favor of the advantaged (37.8 vs 32.9), it was not enough to be of statistical significance as tested by the Mann-Whitney U procedure. (See Appendix A for data.)

The second comparison was between the advantaged IPSIP students and the advantaged, historically high achieving, Losantiville kindergarten control students. While the IPSIP advantaged were slightly higher (37.8 vs 37.5), there was not nearly enough difference to be of significance. The actual data summaries are shown in Table 3. below.

Table 3. Boehm, Form A, October, 1972.

| | IPSIP Kindergarten Disadvantaged | Advantaged | Control Kindergarten Advantaged |
|---|---|---|---|
| EX | 592 | 1,247 | 450 |
| $EX^2$ | 20,176 | 49,435 | 17,068 |
| N | 18 | 33 | 12 |
| AVERAGE | 32.88 | 37.78 | 37.50 |
| National %ile (MID SES) | | | |

Virtually the identical group of IPSIP children were retested with the Boehm in May, 1973. The actual mean difference between the advantaged and disadvantaged groups was reduced to 2.2 points. Probably some of the lessening of difference between the two groups is attributable to an increase in the number of advantaged children who "topped-out" on the Boehm. The data are summarized below in Table 4. The one-way ANOVA is, of course, non significant.

Table 4. Boehm, Form A May, 1972

| | IPSIP Kindergarten | | Control Kindergarten (not tested) |
|---|---|---|---|
| | Disadvantaged | Advantaged | |
| EX | 718 | 1,345 | |
| $EX^2$ | 29,198 | 57,951 | |
| N | 18 | 32 | |
| $\bar{X}$ | 39.8 | 42. | |
| Sd. | 6.2 | 6.7 | |

ONE-WAY ANNOVA - ADVANTAGED VS. DISADVANTAGED

| | SS | df | MS | F | p |
|---|---|---|---|---|---|
| Between | 52.87 | 1 | 52.87 | 1.28 | ns. |
| Within | 1,976.75 | 48 | 41.18 | | |
| Total | 1,929.62 | 49 | | | |

b. Social/Racial Development

There were basically two major continuing studies done in the area of social/racial interactions. These were a sociometric study which was replicated four times, and the doll study. Summary highlights are included in this section. More complete details are included in Appendix "B." Our attempts to measure growth in "Self-Image" are explained in Appendix "D"; in general, no valid measures of "Self-Image" could be found.

Sociometric Studies

The four sociometric studies were conducted in June, 1971; February, 1972; November, 1972; and May, 1973. There was a good percentage of interracial friendships evidenced in all of the studies. The summary of the results are indicated below:

Table 5. Sociometric Studies - IPSIP - June, 1971; February 1972; November, 1972; May, 1973.

| | | CHOICE OF PLAYMATES | | | |
|---|---|---|---|---|---|
| Race of Respondent | N | Both Black | Mixed | Both White | Date |
| Black | 26 | 5 | 7 | 14 | June, 1971 |
| White | 41 | 5 | 15 | 21* | June, 1971 |
| Black | 37 | 8 | 16 | 13 | Feb., 1972 |
| White | 44 | 9 | 18 | 17 | Feb., 1972 |
| Black | 28 | 7 | 15 | 5 | Nov., 1972 |
| White | 25 | 5 | 9 | 10 | Nov., 1972 |
| Black | 27 | 6 | 16 | 5 | May, 1973 |
| White | 26 | 4 | 7 | 15* | May, 1973 |

*p. < .05 (Chi Square = 8.95)

Although two of the studies proved to have significant chi squares, the June, 1971 study was significant because of too much interracial friendship which was viewed as an encouraging sign. The May, 1973 study indicated a perfectly random selection as far as the black students were concerned (about 75% cross racial friendships) but a slightly skewed choice pattern for whites (about 45% cross racial friendships).

Doll Study

The most impressive fact about the Doll Studies seems to be the mide variety of belief and acceptance on one hand, and skepticism and rejection on the other. The fact that there is so much and so great a disagreement among psychologists, parents, educators, and researchers gives one the appropriate caution flags to either accepting the study on face value, or rejecting it as a complete force.

While my personal feelings should, I believe, remain neutral, I do feel a need to explain one fact which may shed some light upon this study and other studies like it.

When this study was first brought under consideration, my first concern was to secure dolls which were truly equivalent. Both the Black and White dolls, I felt, had to be beautiful and realistic; further, the Black dolls had to have Black features, i.e. they could not be merely a White doll painted Black.

After days of searching virtually every catalogue, department score, and toy store in the area, we selected the four dolls which on close initial inspection seemed to meet our requirements. After three years of even closer inspection, however, it is apparent that

there are some subtle differences which may have influenced the study by biasing the children's choices. For example, the smile on the Black dolls are not pronounced as the White dolls; the brown eyes of the Black doll appear to reflect significantly more light than the blue eyes of the White doll.

My generalized comment is, therefore, that I urge caution when interpreting this or any psychological test that employs non-standardized external stimuli. Perhaps one of our stimuli did, in fact, look happier etc. than the other dolls, thus jeopardizing the entire study.

One obvious fact is that both Black and White children generally agreed about which doll had what physical attributes. The study is discussed in detail in Appendix "B."

c. Parent Attitudes

Parent attitudes were generally favorable toward pre-school from the very beginning of the project and remained that way during all three years. The only noticeable difference was a slight lessening of this value on the part of some Group II parents (parent education component). This, of course, was consistent with the primary theme of Group II, which was, "The Parent as the Prime Educator."

Black and White parents showed essentially the same attitudes regarding integration, as well as other aspects of school concerns. Approximately only 10% of the parents had negative feelings concerning the project; this was truly amazing since more than half were never chosen to participate in the classroom activities.

A complete description of the rationale and development of the parent survey, as well as complete results, may be found in Appendix "C."

6. Unexpected Outcomes

a. Exceeding expectations

The most clear cut case of exceeding expectations was the twenty-one (21) point rise in tested I.Q. of the disadvantaged group. It had been expected that the mean I.Q. would rise 10 points over the three years of the project. The actual increase was more than double the predicted.

b. Below expectations

The apparent "wash out" of the effect of the project upon three year olds as evidenced by the similarity of scores (PPVT) of the new group (who were not in three year old program) and old group (who were in a three year old program) leaves some doubt as to the benefit of having a program for three year olds. Because of the very small numbers involved in this study, no generalizations can be made. Certainly, future studies may wish to examine this phenomenon in greater detail.

7. Impact of IPSIP

IPSIP was one of the 107 projects to be validated by the National Validation Study. The hopes that IPSIP would be refunded by USOE as a national dissemination site were settled by the announcement that funds were available to continue only 12 projects, all of which were located in New Jersey.

Since Ohio has no legislation to permit school districts to fund preschools from general funds, and since a general fund preschool would "supplant" the Title I preschools, little hope is held for IPSIP to be continued as a preschool project this year. It should be noted, however, that the Cincinnati Board of Education voted unanimously (7-0) to continue IPSIP; furthermore, the IPSIP ideal enjoys similar support from virtually every corner of the school system and city.

Serious effects are under way at both the state and federal levels to enact permissive legislation for general fund preschools, and to review the Title I "supplant" laws in this instance.

At this time, an IPSIP model for kindergarten and first grade is for funding at the $31,000 level for the balance of 1973, and $81,000 for 1974 through June. This would be a total of $113,000 for school year 1973-74. There is no provision for evaluation in the new program however.

Budget Summary for IPSIP Continuation

1972-73 IPSIP ESEA Title III budget $90,000. (90 pupils served with evaluation)

1973-74 IPSIP General Fund $113,000. (180 pupils served without evaluation)

E. Dissemination

Techniques and activities proving very effective in relating project information to various audiences were:

1. Open door policy in addition to invitations to visit the project. Persons wishing to view classes needed only to phone the coordinator or principal of the school to make such arrangements. Especially beneficial were the invitations extended to Board of Education members, almost all of whom visited the project sites, which gave them a better understanding of the program and afforded the staff the opportunity to tell our story.
2. Further support was obtained through project newsletters, articles appearing in the city newspapers as well as the community news. Slide-tape presentations were used to tell the IPSIP story to P.T.A.'s, educational organizations and visiting teams of educators. The financial expenditure for dissemination for the past year has been $1,679 + $3,644 for the first two years, giving a project total of $5,323.
3. National Validation Study

In the fall of 1972, the USOE requested State Title III Offices to participate in a process by which certain outstanding projects would be visited by a team of experts from other states and be objectively evaluated with regard to innovativeness, evaluation, exportability, and cost effectiveness. The IPSIP Project was honored to be one of the chosen projects; further, it was doubly honored to be one of 107 projects that passed the rigorous validation procedure.

The publicity gained through the validation process has served to bring national recognition to IPSIP. Requests for information have been so numerous that special consideration is being given to increasing the number of copies of reports (like this one) that we have printed.

F. RECOMMENDATIONS

Based upon the outcomes of the IPSIP Program, especially in the marked improvement of I.Q. scores and cognitive achievement of the disadvantaged children, the authors of this report recommend that:

1. The program be continued wherever possible as a four-year-old program.
2. Failing passage of the projected permissive legislation now pending before the Ohio State Legislature, the program should be continued as a kindergarten program.
3. Since there were no disadvantaged control students available for testing, some increased efforts to test valid control groups should be made to determine whether the tested cognitive increases were due to the racial, socio-economic mixture, or to the more global effects of preschool.

Based upon the high degree of participation and accomplishments of the local school parent groups, it is felt that each local school parent group should be strengthened and the city-wide community Parent Advisory Council be eliminated.

G. ERIC RESUME'

The ESEA Title III Project, Impact of a Preschool and Interracial Program (IPSIP) had three basic groups of ninety each: Group I had parents and children participating in preschool classroom, and additionally, the parents participated in parent education programs; Group II had a separate parent education program, but no classroom participation for either parent or child; Group III was a control group with no participation other than testing.

The groups were drawn randomly, stratified to insure at least one third disadvantaged, one third black, full representation from all eleven elementary schools in the district, and approximately even sex distribution.

The results showed a 20 point average rise in I.Q. as measured by the Peabody Picture Vocabulary Test (PPVT) for the disadvantaged group, and a 13 point average rise for the advantaged group. Further, there was no statistical difference between the advantaged and disadvantaged groups at the end of the second and third years as measured by the Boehm Test of Basic Concepts. IPSIP is being continued with General Fund money for 1973-74.

# APPENDIX A

APPENDIX A

Objective:

To Increase Significantly Pupil's Cognitive Development.

1. The Peabody Picture Vocabulary Test was administered to 258 children during the months of October and November. There were 29 invalid or incomplete tests among these, however, which left a remainder of 229 usable tests. We must further reduce this number by an additional 31, since the parents of these children requested to be dropped from all future testing or moved from the Woodward area. Our total number of valid, usable tests was, therefore, 198. The means, standard deviations, ranges and numbers are contained in Table 1, below.

Table 1. Descriptive Statistics for IPSIP - Peabody Picture Vocabulary-Oct., 1970.

| Group | I | II | III | IV(Correlation with Group I)R=.67 Random Sample of Group I |
|---|---|---|---|---|
| | Classroom | Parent Education | Control | |
| Mean | 96.7 | 102.6 | 94.0 | 104.9 |
| Standard Deviation | 20.5 | 19.9 | 19.9 | 18.1 |
| Number | 76 | 67 | 55 | 49 |
| Range | 57-134 | 60-154 | 59-142 | 61-152 |

The reader should be cautioned on several points when interpreting or attempting to draw conclusions from these data.

1. All subjects were in the 3 to early 4 age category.
2. Tests for children in Groups I, II, and III were administered by 8 different testers over a 2-week period.
3. Children in Group IV, our reliability check, were tested by one tester over a 5-week period. All subjects in Group IV were randomly selected from the classroom. The correlation was .67.

4. The apparent 6 to 8 point mean difference between Groups I, II, and III is seen as a function of the design which calls for 1/3 disadvantaged pupils in each classroom. The eligible disadvantaged pupils were rather quickly taken from Group II to replace those disadvantaged pupils in Group I who could not participate in classroom activities. Since we did not have an abundance of disadvantaged pupils (particularly in Group III) to replace Group II and since any pupil withdrawing from Group I was automatically placed into Group III, we have a slightly inflated mean I.Q. in Group II.

The data collected from the PPVT are viewed as being adequate to serve as a basis for future studies.

February, 1972

Of the thirty disadvantaged students who were in the treatment group at the beginning of the project, (November, 1970), twenty-two remained in February, 1972. The other eight had either dropped out of the project, moved from the district, or were not available for testing. Although replacements were made during the fifteen months of the project, they were not considered as having a complete "treatment" if they joined the classroom group later than January, 1971.

It is remarkable to note that the mean increase in tested I.Q. for the twenty-two disadvantaged students has risen from 76.2 (October, 1970) to 93.2 (February, 1972). This seventeen point increase is statistically as well as practically significant.

Of the original (first year) sixty advantaged children in Group I, forty-nine remained and were tested again in February, 1972. Their mean tested I.Q. also rose from a 103.4 in October, 1970, to 111.0 (February, 1972). This rise is encouraging, although not quite as startling as the disadvantaged group.

The thirty-six children in the control group had a mean I.Q. of 103 in October, 1970, and rose to 107.4 in February, 1972. It should be pointed out that many children in the control group attend private pre-schools.

Data Reduction Summaries.

For those who are interested, the following statistical summaries are included.

Table 2. Sums, Means, and Standard Deviations for all children tested, including replacements.

| | ADVANTAGED TREATMENT | DISADVANTAGED TREATMENT | CONTROLS (all advantaged) |
|---|---|---|---|
| $\Sigma X$ | 6,304 | 2,255 | 3,866 |
| $\Sigma X^2$ | 706,400 | 211,261 | 422,660 |
| n | 57 | 25 | 36 |
| $\bar{X}$ | 110.60 | 90.2 | 107.4 |
| sd | 12.67 | 17.73 | 14.4 |

Table 3. Correlated t; Disadvantaged Group I; Pre-Post (October, 1970 to February, 1972) Peabody Picture Vocabulary Test.

| | | |
|---|---|---|
| Pre-test mean | | 76.2 |
| Post-test mean | | 93.2 |
| $a_o$ | = | 2.4 |
| $a_1$ | = | 160.5 |
| Sxy | = | 23.0 |
| t | = | 33.8 |
| p | = | <.001 |

Table 4. ANOVA Summaries, February 1972, Peabody Picture Vocabulary Test

ANOVA - ADVANTAGED GROUP I VS ADVANTAGED GROUPS II & III

| | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Between | 227.02 | 1 | 227 | 1.24 | ns |
| Within | 16,694.27 | 91 | 183.4 | | |
| TOTAL | 16,921.29 | 92 | | | |

ANOVA - ADVANTAGED VS DISADVANTAGED GROUP I

| | | | | | |
|---|---|---|---|---|---|
| Between | 17,993.1 | 1 | 17,993.1 | 84 | $<.001$ |
| Within | 17,059.7 | 80 | 213.0 | | |
| TOTAL | 35,052.8 | 81 | | | |

ANOVA - AMONG SIX CLASSROOMS

| | | | | | |
|---|---|---|---|---|---|
| Between | 1,554.46 | 5 | 310.8 | .97 | ns |
| Within | 24,233.4 | 76 | 318.8 | | |
| TOTAL | 25,787.9 | | | | |

Peabody Picture Vocabulary Test (PPVT)

The IPSIP testers administered 117 PPVT's during October. There were 52 classroom students tested while a total of 41 control students (35 former members of Group II and 6 Group III) were located and tested. In addition, 24 students who had been regular members of Group I, but who had elected to attend regular kindergartens, were also tested.

Many comparisons can be made from the data presented in Table 2, below. The statistical test of greatest interest, however, is the Mann-Whitney U (See Appendix B.) comparing advantaged and disadvantaged classroom students; the results show the 11 point difference to be significant only at the .19 level. This level is generally considered to be nonsignificant by most researchers.

The mean differences a ong classroom, former classroom, and controls are of neigher practical nor statistical consequence. It is interesting and encouraging to note, however, that the disadvantaged pupils mean score continued to rise from the 93.2 February, 1972, score (and, of course, from the 76.2 October, 1970, testers).

Table 2. Peabody Picture Vocabulary Test, IPSIP, October, 1972.

| | IPSIP KINDERGARTEN | | FORMER IPSIP STUDENTS | | |
|---|---|---|---|---|---|
| | Disadvantaged | Advantaged | Disadvantaged | Advantaged | Controls |
| EX | 1,750 | 3,673 | 712 | 1,778 | 4,405 |
| $EX^2$ | 174,094 | 405,425 | 64,168 | 200,380 | 483,431 |
| Number | 18 | 34 | 8 | 16 | 41 |
| Average | 97.2 | 108.0 | 89.0 | 111.1 | 107.4 |
| | COMBINED | | COMBINED | | |
| Number | 52 | | 24 | | |
| Average | 104.3 | | 103.8 | | |

Summary.

The pre/post I.Q. scores as measured by the Peabody Picture Vocabulary Test were compared. It is indicated that the average I.Q. of the twenty-two disadvantaged children who had been in the program longer than one year rose from a mean of 76 (October, 1970) to 97 (May, 1973). The forty-seven advantaged children also showed a significant gain from 103 (pre) to 117 (post). This exceeded the control group, (all advantaged) whose mean I.Q. rose from 103 (pre) to 113 (post). Not only did the children benefit, but parents are also becoming involved in meaningful and purposeful interracial/intercultural parent committees.

Reliability Study of Peabody Vocabulary Test.

This paper attempts to describe the procedures used to establish the reliability of our testing program, which employs the Peabody Picture Vocabulary Test (PPVT) as its primary measure; the Pre-Kindergarten Goal Card, a locally devised evaluation measure, was administered as a pre-test of achievement.

PROCEDURE

The entire sample of three-year-olds resided in the Woodward School District, which represents a wide range of urban-suburban families. Four races, White, Black, Indian, and Oriental, were included; the SES ranges from the very highest to the very lowest.

The initial step of the testing program called for the 6 classroom teachers to receive a 3-hour training session and then administer the PPVT to each member of her class. It was felt necessary to establish the inter-tester reliability since comparisons were to be made between the classes.

The most expeditious way of doing this was to secure the services of one control tester who tested a random sample of 52 students; 10 were tested from each of the first 2 classes while only 8 were tested from each of the other four. The reason for the decrease in N was simply a function of the amount of time that the control tester could spare.

All of the children were tested within a one-month period. Since no feedback was given to any of the children, it was felt that the same form (Form A) of the PPVT should be administered to the control sample to eliminate any question of comparability of forms.

RESULTS

Three scores had to be dropped from one class and two from another because of apparent irregularities that occurred either during the test administration or scoring. Listed below in Table 1 are the raw scores, differences, means, standard deviations, correlations, standard error of estimate and t values for each class. The overall correlation was .67 using the Pearson Product Moment procedure. The overall standard error of estimate was 14.4.

Table 5. Results of PPVT by Teacher, IPSIP, 1970-71

| | Subjects | Scores: Classroom Teacher | Control Tester | Difference | |
|---|---|---|---|---|---|
| Teacher 1 | | | | | |
| | 1 | 74 | 101 | -27 | |
| | 2 | 77 | 78 | - 1 | |
| | 3 | 94 | 110 | -16 | |
| | 4 | 72 | 67 | + 5 | |
| | 5 | 74 | 75 | - 1 | |
| | 6 | 74 | 85 | -11 | |
| | 7 | 100 | 125 | -25 | |
| | 8 | 87 | 104 | -17 | |
| | 9 | 117 | 120 | - 3 | |
| | 10 | 71 | 107 | -36 | |
| | $\bar{X}$ | 84 | 97.2 | 13.2 | |
| | N | 10 | 10 | | s.e.e.=12.7 |
| | SD | 14.5 | 18.8 | | |
| | t | 3.12* | p < .01 | | r=.74 |
| Teacher 2 | 1 | 126 | 120 | + 6 | |
| | 2 | 119 | 122 | - 3 | |
| | 3 | 134 | 122 | +12 | |
| | 4 | 130 | 111 | +19 | |
| | 5 | 102 | 88 | +14 | |
| | 6 | 66 | 102 | -36 | |
| | 7 | 127 | 114 | +13 | |
| | 8 | 128 | 145 | -17 | |
| | 9 | 110 | 75 | +35 | |
| | 10 | 102 | 119 | -17 | |
| | $\bar{X}$ | 114 | 112 | 2.6 | |
| | N | 10 | 10 | | s.e.e.=16.8 |
| | SD | 19.5 | 18.6 | | |
| | t | .39 ns | | | r=.46 |

Table 5. (Continued)

| Subjects | Scores: Classroom Teacher | Control Tester | Difference | |
|---|---|---|---|---|
| **Teacher 3** | | | | |
| 1 | 126 | 133 | - 7 | |
| 2 | 104 | 109 | - 5 | |
| 3 | 59 | 84 | -25 | |
| 4 | 111 | 126 | -15 | |
| 5 | 67 | 94 | -27 | |
| 6 | 114 | 110 | + 4 | |
| 7 | 110 | 119 | - 9 | |
| 8 | 114 | 100 | + 9 | |
| $\bar{X}$ | 101 | 109 | 8.75 | |
| N | 8 | 8 | | s.e.e.=8.5 |
| SD | 22.6 | 15.4 | | |
| t | 1.9* | p < .05 | | r=.83 |
| **Teacher 4** | | | | |
| 1 | 107 | 106 | + 1 | |
| 2 | 111 | 127 | -16 | |
| 3 | 70 | 78 | - 8 | |
| 4 | 87 | 90 | - 3 | |
| 5 | 104 | 80 | +24 | |
| 6 | 132 | 114 | +18 | |
| 7 | 109 | 120 | -11 | |
| 8 | 124 | 152 | -28 | |
| $\bar{X}$ | 106 | 108 | 2.9 | |
| N | 8 | 8 | | s.e.e.=16.1 |
| SD | 18.4 | 23.7 | | |
| t | .47 ns | | | r=.74 |
| **Teacher 5** | | | | |
| 1 | 121 | 111 | +10 | |
| 2 | 114 | 111 | + 3 | |
| 3 | 81 | 105 | -24 | |
| 4 | 84 | 101 | -17 | |
| 5 | 123 | 104 | +19 | |
| 6 | 107 | 100 | + 7 | |
| $\bar{X}$ | 105 | 105.3 | .33 | |
| N | 6 | 6 | | s.e.e.=3.8 |
| SD | 16.7 | 4.3 | | |
| t | .05 ns | | | r=.47 |
| **Teacher 6** | | | | |
| 1 | 97 | 93 | + 4 | |
| 2 | 82 | 100 | -18 | |
| 3 | 78 | 61 | +17 | |
| 4 | 78 | 82 | - 4 | |
| 5 | 79 | 106 | -27 | |
| $\bar{X}$ | 83 | 88 | 5.6 | |
| N | 5 | 5 | | s.e.e.=15.3 |
| SD | 7.2 | 15.9 | | r=.26 |
| t | .67 ns | | | (r=.51 N=4) |

Table 5. (Continued)

| Subjects | Scores: Classroom Teacher | Scores: Control Tester |
|---|---|---|
| Total | | |
| $\bar{X}$ | 99.9 | 104.1 |
| SD | 21 | 19 |
| N | 47 | 47 |
| r | .67 | |
| s.e.e. | 14.4 | |

The hypothesis being tested was that there would be no differences between the scores of the classroom teacher and the control tester. This had to be rejected for teachers 1 and 3; it is important to note, however, that the differences show the control tester to be the consistently higher grader for both teachers when we would expect that the classroom teacher would have probably been the more sympathetic grader. One logical explanation for these increases is that perhaps the students in both of these classes reacted so positively to the small amount of treatment received that they were able to perform significantly better on the second test.

It is interesting to note that the correlation between scores obtained on the Pre-Kindergarten Goal Card (PKGC) and the Peabody was .80. The PKGC was administered to Groups II and III by more than 30 volunteer examiners and to Group I by our 6 classroom teachers. The descriptive statistics for these data are shown in Table 6 below.

Table 6. Mean, Variance, Standard Deviation for Pre-Kindergarten Goal Card by Groups

| | $\bar{X}$ | V | S.D. | N | |
|---|---|---|---|---|---|
| Group I | 79.1 | 273 | 16.5 | 79 | (incomplete or invalid test) |
| Group II | 81.7 | 225 | 15.0 | 25 | (random sample) |
| Group III | 79.4 | 253 | 15.8 | 25 | (random sample) |
| (Group I) | | | | | |
| Teacher 1 | 78.3 | 232 | 15.2 | 15 | |
| Teacher 2 | 79.1 | 200 | 14.2 | 14 | |
| Teacher 3 | 79.2 | 252 | 15.8 | 12 | |
| Teacher 4 | 78.8 | 413 | 20.3 | 15 | |
| Teacher 5 | 80.5 | 166 | 12.8 | 8 | |
| Teacher 6 | 79.1 | 380 | 19.5 | 15 | |

There are no overall statistical differences.

2. To increase significantly pupil's cognitive development, continued.

. The original design called for the Pre-Kindergarten Goal Card to be administered on a pre-post basis. After the pre-test, it became obvious that too many of our chidlren were "topping out" on the test which was designed for environmentally deprived four-year-olds residing in the basin areas of Cincinnati. The administration did, however, establish that all 3 groups were statistically equal as of the first month of classes. This finding was substantiated by our administration of the Peabody Picture Vocabulary Test prior to the start of classes.

It was, therefore, decided to use the Apell Test published by Edcodyne Corporation of Orange, Californina for the post test which was administered the first week in May. The results again confirmed that there were still no statistical differences among the 3 groups (Group I=Classroom; Group II=Parent Education; Group III=Control). The results are summarized in Table 7.

Table 7. Summary of Apell Test, Comparing Groups I, II, and III, IPSIP, ESEA Title III, May 1971.

| Groups | (Classroom) Parent Ed. | | (Parent Ed.) | | (Control) |
|---|---|---|---|---|---|
| N = | 86 | | 49 | | 24 |
| X = | 33.7 | | 34.5 | | 32 |
| s = | 6.8 | | 6.3 | | 6.5 |
| SOURCE | SS | df | MS | F | P |
| Within | 6909.5 | 156 | 44.2 | .88 | ns. |
| Between | 99.8 | 2 | 49.9 | | |
| Total | 7009.3 | | | | |

It should be pointed out, that only a small percentage (approximately 40%) of Groups II and III kept appointments for testing. We would suggest that the parents who are anxious to remain involved in the voluntary testing program may represent a positively biased sample and, hence, not present a truly fair overall comparison of the 3 groups. It is interesting to note that overall mean scores and standard deviations for all 3 groups are almost identical; however, there are approximately 26 disadvantaged represented in Group I while there are only two (2) in Group II and none in Group III.

What the data seem to be saying, then is that Group I with nearly a third disadvantaged are equal to Groups II and III with virtually no disadvantaged.

The fact that our Group I disadvantaged improved significantly is borne out by the data in Table 8. All students in Group I were ranked according to their pre-test scores on the Peabody Picture Vocabulary Test (PPVT). The PPVT is a series of picture discriminative items. Each page has 4 pictures; the subject is asked to put his finger on the picture that matches the stimulus word e.g. key, ball, fan, digging. It is a standardized test, widely used and generally interpreted as a measure of I.Q. They were again ranked on their post test scores on the Apell Test. A Wilcoxon Signed-Ranks test of significance was then performed on the data. The conclusion reached is that the disadvantaged students gained at a faster rate than their advantaged counterparts and distributed themselves significantly higher ($p<.05$) on the post-test.

Table 8. Ranked difference of the 22 disadvantaged students in Group I when comparing pre-test rank on PPVT with post-test rank on the Apell, IPSIP, ESEA Title III, May 1971. (Wilcoxon sign-rank)*

| d | Rank | Sign |
|---|---|---|
| +48.5 | 22 | + |
| +38 | 21 | + |
| +30 | 19 | + |
| +30 | 19 | + |
| +30 | 19 | + |
| -28.5 | 17 | - |
| +27.5 | 16 | + |
| +26.5 | 15 | + |
| -17.5 | 14 | - |
| +15.5 | 13 | + |
| +12.5 | 12 | + |
| -11 | 10.5 | - |
| +11 | 10.5 | + |
| +9 | 9 | + |
| -8.5 | 7.5 | - |
| +8.5 | 7.5 | + |
| -6.5 | 6 | - |
| +5.5 | 5 | + |
| +3 | 4 | + |
| -2.5 | 2.5 | -- |
| -2.5 | 2.5 | -- |
| -1.5 | 1 | -- |
| 0 | -- | -- |
| +48.5 | 22 | + |

Sum of minus ranks = 61
Number of cases = 22
P = $\leq .05$

The reader may, by inspection of the data, readily see that most of the negative changes in rank occured on the lower half of the rank values. These changes seem to be randomly mixed, with positive changes, however which indicates little more than chance variation of scores/ranks. On

*The evaluator chose the non-parametric device rather than the more familiar correlated t test because the more rigid assumptions of parametric statistics are debatable, especially when dealing with three year olds. The Wilcoxon is about 63% as powerful as the correlated t, which lends all the more credability to the findings.

the other hand there were only two negative changes in the top 11 ranks. What the data seem to indicate is that for at least 9 disadvantaged children the enriched pre-school seems to have had a great beneficial effect.

It should be noted that only those disadvantaged children who were enrolled in the classroom for the full school term and who had both a valid pre and post test were included in this sample. Hence, we have only 22 instead of 30 children.

Apell Test - April, 1972.

The Apell test was administered to all IPSIP classroom students and 28 control students during the week of April 24. Regular classes were suspended that week to permit the testing. Six IPSIP teachers administered the test. The Apell Test was chosen because it deals with specific areas of achievement, such as pre-reading, pre-math, language, visual discrimination, and auditory association. The test seems to have high content and face validity when viewed in terms of things that our teachers are attempting to do in the classroom. Two one-way ANOVA's were performed. The first compared all six classrooms against each other to see if there were differences among them; the second compared the IPSIP classroom students and the control students. The results of the analysis are indicated on the following pages.

Table 9. Comparison of Apell Scores by Classrooms 1970-71 and 1971-72.

| Teacher | 1970-71 | | 1971-72 | |
|---|---|---|---|---|
| | mean | sd | mean | sd |
| A | 32.2 | 9.7 | 40.1 | 7.8 |
| B | 28.1 | 6.3 | 37.2 | 4.7 |
| C | 36.2 | 5.2 | 45.2 | 4.5 |
| D (3 teachers) | 32.1 | 5.1 | 43.9 | 4.7 |
| E (3 teachers) | 38.6 | 4.1 | 40.3 | 5.3 |
| F (3 teachers) | 35.6 | 5.2 | 37.8 | 5.3 |

Table 10. Analysis of Variance, Group I vs Groups II and III (1970-71; 1971-72); Among the Six Classrooms (1970-71; 1971-72).

1970-71, Groups I, II, and III

| | SS | df | MS | F | P |
|---|---|---|---|---|---|
| Between | 99.8 | 2 | 49.9 | 1.1 | ns |
| Within | 6,909.5 | 156 | 44.2 | | |
| Total | 7,009.3 | 158 | | | |

1971-72, Group I and Groups II and III (pooled)

| | | | | | |
|---|---|---|---|---|---|
| Between | 0.158 | 1 | .153 | .0043 | ns |
| Within | 3,966.184 | 109 | 36.3 | | |
| Total | 3,966.342 | 110 | | | |

1970-71, Among the Six Classrooms
(ANOVA not allowable due to high variance.)

1971-72, Among the Six Classrooms
(ANOVA allowable at .05 level.)

| | | | | | |
|---|---|---|---|---|---|
| Between | 723.6 | 5 | 144.7 | 4.5 | <.05 |
| Within | 2,467.7 | 77 | 32.0 | | |
| Total | 3,191.3 | 82 | | | |

Table 11. Range of Scores for Disadvantaged Students Comparing 1970-71 with 1971-72.

| Student # | 1971 | 1972 |
|---|---|---|
| 1 | 18 | 33 |
| 2 | 34 | 42 |
| 3 | 40 | 47 |
| 4 | 31 | 32 |
| 5 | 27 | 46 |
| 6 | 34 | 40 |
| 7 | 34 | 41 |
| 8 | 27 | 44 |
| 9 | 29 | 38 |
| 10 | 33 | 33 |
| 11 | 34 | 35 |
| 12 | 39 | 44 |
| 13 | 41 | 46 |
| 14 | 33 | 35 |
| 15 | 22 | 32 |
| 16 | 25 | 42 |
| 17 | 12 | 28 |
| 18 | 24 | 36 |

These impressive findings that confirm the findings of the PPVT are shown by the comparison of the disadvantaged with the advantaged students in 1971 and again in 1972. The reader will note that the disadvantaged students' mean score, as tested by the Apell, rose from 29.8 in 1971 to 38.6 in 1972--a mean rise of just less than nine points. The advantaged students tested at 35.4 in 1971 and tested at a mean of 41.6 in 1972. When comparing the disadvantaged with the advantaged students in 1971, a one-way analysis of variance indicates a significance beyond .01 level. However, in 1972, when the disadvantaged students are compared with the advantaged, there is no significant differences between the two. This, in effect, is saying that disadvantaged students as a group are not significantly different from the advantaged students as a group in 1972. The summary of the data and the analysis variance summaries are listed in the table on the following page.

The Apell Test was not administered in 1973 since too many students would have obviously "Topped Out." The Boehm Test of Basic Concepts was chosen to replace the Apell.

Table 12. Summary Data and ANOVA (comparing advantaged and disadvantaged students, April, 1970-71 and 1971-72.

| | | Disadvantaged - Apell | |
|---|---|---|---|
| | | 1970-71 | 1971-72 |
| Ex | = | 537 | 694 |
| $Ex^2$ | = | 17,017 | 27,322 |
| $\bar{X}$ | = | 29.8 | 38.6 |
| T | = | 7.4 | 5.6 |
| n | = | 18 | 18 |
| | | Advantaged - Apell | |
| | | 1970-71 | 1971-72 |
| Ex | = | 2,092 | 2,495 |
| $Ex^2$ | = | 76,398 | 105,987 |
| $\bar{X}$ | = | 35.4 | 41.6 |
| T | = | 6.1 | 5.99 |
| n | = | 59 | 60 |

ANOVA - 1970-71 ADVANTAGED GROUP V.S. DISADVANTAGED GROUP

| | df | SS | MS | F | P |
|---|---|---|---|---|---|
| B | 1 | 436.28 | 436.28 | 10.17 | <.01 |
| W | 75 | 3,217.15 | 42.90 | | |
| TOTAL | 76 | 3,653.43 | | | |

ANOVA - 1971-72 ADVANTAGED GROUP V.S. DISADVANTAGED GROUP

| | df | SS | MS | F | P |
|---|---|---|---|---|---|
| B | 1 | 126.93 | 126.93 | 3.33 | ns |
| W | 76 | 2,896.07 | 38.11 | | |
| TOTAL | 77 | 2,927.96 | | | |

Discussion.

With due respect to the critics of "Head Start" and other early childhood education programs, my experience indicates that pre-schools are generally quite successful. The IPSIP project is a good illustration of this phenomenon, but certainly not an isolated case.

The positive outcome of this study was indicated as early as April, 1971, when the IPSIP students were tested with the Apell Test. The distribution of scores at that time showed a significant (Wilcoxon Signed Ranks, $p < .05$) change upward for the disadvantaged students when compared with the PPVT pretest ranking.

There seems to be little doubt that the disadvantaged child is greatly benefited by being involved in an enriched environment like a typical middle-class pre-school. It should also be pointed out that nearly all of the parents of children in the IPSIP classroom group were involved in parent education programs and usually served as classroom aides on a regular once-a-week basis. The spin-off of teacher expertise upon the parent should not be underestimated.

This project could be easily replicated in nearly any large city school system in America. Aside from its obvious beneficial effects for the children, it offers an ideal situation to develop intercultural and interracial parent committees formed to solve common/mutual problems like car-pooling, child management techniques, behavior modification strategies and a seemingly endless list of administrative details.

A copy of the summarized grant application complete with budget details, equipment lists, and personnel requirements is available at cost from the Division of Program Research and Development, Cincinnati Public Schools, 230 East Ninth Street, Cincinnati, Ohio 45202.

# APPENDIX B

3. Self Concepts. (Healthy Social Development, Con'td.)

DOLL STUDY: RACE IDENTIFICATION

As background information, the reader may be interested to know that in the late 1930's, Dr. Kenneth B. Clark, now chairman of the department of psychology at Howard University, published a study on race identification which has since become a classic. The study is generally referred to as "Clark's Doll Study." In his study, Dr. Clark asked his subjects, six and seven-year-old black children, to choose between identical black and white dolls in response to a series of stimulus statements.

A modified replication of his study seemed to be of particular interest to the IPSIP, Title III project, since a development of healthy attitudes toward race is one of the primary goals. The major differences between Clark's study and our study are:

1. We interviewed both black and white children.
2. The age of our students was three and four rather than six and seven.
3. We used both black and white testers and made judgements concerning the influence of the race of the tester upon the subject's choice of dolls.

A total of 73 children, 42 white and 31 black, were given the test during December, 1970.

Listed in Table 23 below are the eight questions asked and the results. There were four dolls, two black and two white, arranged randomly in a semi-circle before the subject. The dolls were all female, infant, and identical except with regard to hair and skin color. The child was asked to select the doll he felt appropriate and give it to the examiner.

Table 23. Doll Study Results - IPSIP - December 1970

| Question | WHITE CHILDREN White Doll | Black Doll | P | BLACK CHILDREN White Doll | Black Doll | P |
|---|---|---|---|---|---|---|
| Give me the doll that: | | | | | | |
| 1. You like best | 27 | 15 | ns | 19 | 12 | ns |
| 2. is a nice doll | 21 | 21 | ns | 12 | 19 | ns |
| 3. Is a bad doll | 23 | 19 | ns | 15 | 16 | ns |
| 4. Looks the happiest | 23 | 19 | ns | 13 | 18 | ns |
| 5. Is a nice color | 20 | 22 | ns | 21 | 10 | $< .05$ |
| 6. Looks like a white child | 29 | 13 | $< .05$ | 15 | 16 | ns |
| 7. Looks like a black child | 10 | 32 | $< .01$ | 14 | 17 | ns |
| 8. Looks like you | 30 | 12 | $< .01$ | 16 | 15 | ns |

The results showed that there were statistical differences in the frequency of doll choice in item 5 for the black children, and in questions 6, 7, and 8 for the white children. It is of interest to note that the last three questions (6-8) are factual; i.e. there is a correct answer. While it is true that neither black nor white children as a group knew the correct answer with any degree of certainty, a close examination of the data shows that 19 of the white children answered questions 6, 7 and 8 correctly, which indicates that they are probably aware of the differences between the white and black dolls and knew that they resembled the white doll more than the black one. This was probably not true of the black children studied, since only six answered all three of these questions correctly.

A one-third sample was tested by a black psychologist who replicated our doll study to determine the influence of the tester's race upon subject response. There were no significant differences between the two testers.

The "Doll Study" was replicated in May of 1971. Essentially the same subjects participated although there were three additional children used in the May study. The results are summarized below in Table 24.

The differences are obvious; while only four significant differences were found in the December study, the May replication has eight. I would appear that the six months of maturation permitted many of our students to form some concept of race.

Table 24 Doll Study Results - IPSIP - May, 1971.

| | WHITE CHILDREN | | | BLACK CHILDREN | | |
|---|---|---|---|---|---|---|
| | White Doll | Black Doll | P | White Doll | Black Doll | P |
| 1. Like Best | 28 | 17 | ns | 8 | 23 | .01 |
| 2. Nice Doll | 25 | 20 | ns | 15 | 16 | ns |
| 3. Bad | 13 | 32 | .01 | 15 | 16 | ns |
| 4. Happiest | 26 | 19 | ns | 14 | 17 | ns |
| 5. Nice Color | 33 | 12 | .01 | 24 | 7 | .01 |
| 6. Looks Like White Child | 39 | 6 | .01 | 21 | 10 | ns |
| 7. Looks Like Black Child | 7 | 38 | .01 | 8 | 23 | .01 |
| 8. Looks Like You | 36 | 9 | .01 | 21 | 10 | ns |

Looking at questions 6, 7, and 8 more carefully, we found the results had a rather interesting outcome. A total of 37 white and 18 black children answered both questions 6 and 7 correctly. Applying the laws of probability on a 50-50 guess factor, we see that probably 12 white and six black children guessed appropriately on both. Subtracting these probabilities from the totals indicates that 25 white and 12 black children should have known the "correct" answer to question 8. Table 3 shows us that 26 white, but only five (5) black children gave the "correct" response. This phenomenon can probably be attributed to one single classroom where all five of the black children present the day of the testing knew the correct answers to 6 and 7 but gave the opposite answer (white) to question 8.

Table 25. Results on Questions 6, 7, and 8 - IPSIP - May 1971

| | Black Children Correct (N=31) | White Children Correct (N=45) |
|---|---|---|
| 6. Looks like white children | 18 correct for both 6 & 7 | 37 correct for both 6 & 7 |
| 7. Looks like black children | 6 probably guessing correctly | 11 probably guessing correctly |
| 8. Looks like you | 12 expected<br>5 observed | 26 expected<br>25 observed |

A small sociometric study was completed during 1970-71. Students were asked whom they would like to have as a partner for a game they were going to play; they were given first and second choices. Twenty-one of the 44 white children and 21 of the 27 black children selected the opposite race for one or both of his partners. Since there were nearly five white children for every three black children, it is not surprising that more white children were selected as partners.

Systematic observations of the classrooms indicates that there is little, if any, reason to believe that there were any in classroom groups formed on the basis of race. Only 83 of 271 groups (two or more children in close physical proximity engaged in similiar tasks) observed over a four month period were uniracial. No child isolated himself from normal contact with members of opposite race. It appears safe to generalize that there was as much social contact between the races as there was within.

Interpretation

The December 1970 and May 1971 results were sent to six well known and respected psychologists in the Cincinnati area. Each was asked to interpret the study. Only a brief description of the testing method, age of subjects, and raw data were furnished; therefore, each was free to interpret the data from his own point of view. Four of the six responded; their interpretations are presented for your consideration.

Psychologist 1

Cursory analysis -

A. Assuming no examiner effects (differential due to race), [none found]

B. Assuming no order effects (Were questions given in order as listed?), [yes]

C. Assuming significant $X^2$'s by inspection (did not have opportunity to run them through), [See Tables 1 and 2, above]

General conclusions would be (for group trends):

1. Children, both black and white, were aware of color difference in both studies (1970 & 1971). (W. At what age do children discernibly become aware of that difference?)

2. Both black and white children assume a kind of white - is - better value in both studies but it has a) less salience for both groups in study 1 than in study 2; b) less * salience or significance (psychologically) for the white children than for the black in study 1; c) seemingly greater salience for both groups in study 2 than in study 1. (Don't know who changed in what direction from #1 to #2 or the nature of intervening experience, but there appears to be a growing tendency to deal - one way or another - in terms of color connotations.

3. In the 2nd. study I see an attempt on the part of both groups to associate "good" or preference with one's own but some major points stand out which have relevance to black identity:

   a. White children are showing a tendency to attribute "bad" to the out-group, blacks.

   b. The black children have by no means internalized a "black is beautiful" value - on the contrary, they are sharing the white value of liking white (or lighter shades) and as a group trend, even more "denying" of their own objective identification with blacks.

   All in all, it appears that even at age 4 the white child can be comfortably white but black children are caught between an attempt at positive black identity and the effects of white majority values and projections.

*The white children can be comfortably discerning of objective differences while the blacks cannot; the black children are inclined to share white values and "deny" objective differences.

Psychologist 2

Item 8--Black children appear to have a less accurate self-image with regard to color then do white children.

a--perhaps self-image is accurate but there is a reluctance to state what they know (because of shame or pain associated with self-image)

b--perhaps it is harder to get an accurate self-image if the surrounding majority (including models for identification on TV are different

Items 6 and 7--Black children learn more slowly to identify color of dolls in this study

a--Black children as a group may have been younger on the average than the white children

b--This particular group of black children may have been the same age but less intelligent than the group of white children.

c--Life experiences may make it harder, more painful, more shameful to learn colors of persons skin. It is worth noting that even though the black children did learn to distinguish more accurately between black and white dolls, this did not carry over to accuracy on item 8. This suggests that 8a is operating, whether or not 8b is also. How black was the black doll and how black were the children? Perhaps they were correct in saying that the white doll came closer to their color than did the black doll.

Items 1-5 relate not to accuracy of image as much as to valuation. These items become hard to evaluate in view of the choices on item 8. It is possible for example, that a black child may identify with the white doll with regard to color but then, because of his own low self-image, attribute negative things to the white doll. On the other hand, he may, out of shame of his blackness, say that he is more like the white doll but then attribute negative characteristics to the black doll.

In general, however, it seems that both black and white children tend to see the black doll is a less favorable light, that with learning the white children tend to accentuate this differential view with the increased age. The one figure that seems to stand out in contrast is the high "like best" on the part of the black children in the May study, despite the drops in "nice color" and "looks like you". I don't have an interpretation of that

Psychologist 3

1. Q.1. There is a definite change in the response of Black Ss to Q.1. over a 5-month test-retest interval. Whether this change is due to IPSIP or due to the reactive effects of the first test or both is hard to tell. Whatever the cause of the change for these children, at least Black became more likable during the test-retest interval.

2. Q.5. For the Black Ss the black still remained the "less beautiful" color of the two in spite of the increase in their liking of this color. It seems that "White" color is perceived more as the nicer of the two colors by both the Black and the White children.

3. Q.8. The data for this question seems to be most revealing of the self-perception of the Ss. More Black children incorrectly pick white as the "color that looks like you." Their responses to Q.5. and Q.8. taken together indicate that they consider black as the inferior color of the two.

What really is going on here is very difficult to say. Most probably, nothing has really changed since Clark's Study which is a rather pessimistic thought. Certainly the time for which the children have been exposed to the integrated school experience is not enough. Wait till the end of the project. Also probably more direct teaching will be needed to counteract the effects of the color learning that these children have acquired in their previous 3 or 4 years from their families and the culture around them.

Psychologist 4

First study:

-that Black children liked white dolls best is no surprise
-the value judgements "nice" and "bad" had equivocal relationship to the color of the doll for each group. This changes in the second study.
-the White children in both studies appeared more attuned to other attributes of race than just color. The Black children only shows sharpened awareness in the second study.

Second study:

-there is a shift in the "like best" category of the Black children to the black doll but no corresponding shift in terms of "nice color".
-White children associate "bad" more frequently with black doll
-Black children seem more attuned to other attributes of race than just color.

My guess is that the perceptions of both groups of children has been sharpened and to a certain extent polarized. The coincidental shift of White children to seeing black dolls as more frequently "bad" with the Black childrens shift in the "like best" category might suggest greater "In-group" acceptance associated with "out-group" rejection. Whatever intervened appears to have made Black children more aware of racial differences outside of color. In spite of these changes, Black children still saw "White" as a preferable color and identified more strongly with being white themselves.

The third replication of the doll study was completed in December 1971; essentially the same subjects are represented, and the same examiner, Mrs. Sho Le Vine, administered the survey. Independent chi squares are indicated for each question X race. There were no sex differences for either race.

Table 26. Doll Study Results, IPSIP, December 1971.

| | WHITE CHILDREN n=42 | | | BLACK CHILDREN n=35 | | |
|---|---|---|---|---|---|---|
| Stimulus: "Give me the doll that . . . | White Doll | Black Doll | P | White Doll | Black Doll | P |
| 1. you like best. | 31 | 11 | <.01 | 22 | 13 | ns |
| 2. is nice. | 23 | 19 | ns | 16 | 19 | ns |
| 3. looks bad. | 10 | 32 | <.01 | 13 | 22 | ns |
| 4. is the happiest. | 33 | 9 | <.01 | 23 | 12 | ns |
| 5. nice color. | 23 | 19 | ns | 18 | 17 | ns |
| looks like: | | | | | | |
| 6. a white child. | 40 | 2 | <.01 | 33 | 2 | <.01 |
| 7. a black child. | 1 | 41 | <.01 | 1 | 34 | <.01 |
| 8. you. | 36 | 6 | <.01 | 9 | 26 | <.01 |

While the responses of the black children on questions 1, 3 and 4 reached only the .20 level of significance, they are worthy of note since they are relatively large and do reflect the same preferences as the white children on the same items. If general similarities are as important as statistical differences, then these data seem to say that black and white children are more similar than different.

Summary

The "Doll Study" was replicated three times during the twelve months covered by this report. The ages of the subjects ranged from 3.3 to 4.1 years; essentially, the same students are represented in each replication. It appears as though nearly all children of both races grew more certain of their own race and the race of each doll as they grew older. There also seems to be some indication that both white and black children developed a preference for the white doll as they grew older.

FOURTH REPLICATION OF THE IPSIP DOLL STUDY (6/8/72)

The Fourth Replication of the Doll Study was conducted by Mrs. Joan Rail on June 8, 1972. A total of 72 students were tested. Nearly all of the students had been tested in the previous Doll Studies. Virtually all of the children identified questions 6, 7, and 8 correctly. Question number eight was missed by three white students and seven black students. One probable explanation for this is that students attribute hair color and clothing color nearly as much as skin color when asked the question "Which doll looks like you." Also, some black students are fairly light complected and would appear to be more like the white doll than they would the black doll.

One difference between the June 8 study and previous studies was that dolls of both sexes were represented. It was hypothesized that students of age 4 would show an increased awareness in the different sexes. However, there seemed to be no special preference by either boys or girls as to which dolls they preferred for a given question. An examination of the data will show that there is generally more agreement between boys and girls as to which doll they would choose as a response. Further, there seems to be general agreement between boys and girls of both races as to which dolls they attribute which characteristics.

As an illustration, we can see that boys and girls of both races believe almost 2 to 1 that they like the white dolls better than the black dolls (Question No. 1). Further, they seem to believe at a rate of 3 to 1 that the black doll is the bad doll, (question No. 3) and the white doll is the happier doll (question No. 4). There seems to

be further general agreement at a rate of 2 to 1 that the white doll has the nicer skin color (question No. 5). Only item 2, "Give me the doll that is the nice doll," do they seem to indicate a random choice between the white and the black dolls. It is interesting to note that half of the white girls chose the black girl doll as the nicest, however.

Because of the complexity of the statistical analysis which would be required by having a 16 cell table for each question, the chi square analyses are not included for every possible comparison. Because of the almost inexhaustible number of comparisons that could be made, it is suggested that the simpliest and best way to analyze the data is for each person to compare those cells which he feels are most important to him. In order to provide some continuity of data, however, the cells have been collasped disregarding sex; as in previous studies. The results are reported in Table 5, below. The complete data summary is attached.

Table 5. Doll Study Results, IPSIP, June 1972

| Stimulus: "Give me the doll that: | WHITE CHILDREN N=40 | | | BLACK CHILDREN N=32 | | |
|---|---|---|---|---|---|---|
| | White doll | Black doll | P | White doll | Black doll | P |
| 1. You like best | 27 | 13 | <.05 | 23 | 9 | <.05 |
| 2. Is a nice doll | 22 | 18 | ns | 19 | 13 | ns |
| 3. Is a bad doll | 10 | 30 | <.01 | 7 | 25 | <.01 |
| 4. Is the happiest | 33 | 7 | <.01 | 24 | 8 | <.01 |
| 5. Has nice color | 30 | 10 | <.01 | 18 | 14 | ns |
| LOOKS LIKE: | | | | | | |
| 6. A white child | 38 | 2 | <.01 | 31 | 1 | <.01 |
| 7. A black child | 1 | 39 | <.01 | 1 | 31 | <.01 |

RON NIEMAN
JULY - 1972

DATA SUMMARY
DOLL STUDY - JUNE 8, 1972

Question:
Give Me The
Doll That: 1. You Like Best 2. Is A Nice Doll 3. Is A Bad Doll 4. Is the Happiest 5. Has Nice (Skin) Color 6. Looks Like A White Child 7. Looks Like A Black Child

| Boys | BB | BG | WB | WG | BB | BG | WB | WG | BB | BG | WB | WG | BB | BG | WB | WG | BB | BG | WB | WG | BB | BG | WB | WG | TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WHITE | 3 | 3 | 8 | 8 | 4 | 4 | 5 | 9 | 7 | 11 | 2 | 2 | 2 | 2 | 7 | 11 | 6 | 1 | 8 | 7 | 1 | 0 | 14 | 7 | 9 | 13 | 0 | 0 | 22 |
| BLACK | 1 | 4 | 5 | 7 | 1 | 6 | 3 | 7 | 7 | 6 | 2 | 2 | 3 | 2 | 6 | 6 | 1 | 3 | 6 | 7 | 0 | 0 | 10 | 7 | 7 | 9 | 0 | 1 | 17 |
| GIRLS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WHITE | 1 | 6 | 3 | 8 | 1 | 9 | 2 | 6 | 11 | 1 | 5 | 1 | 0 | 3 | 4 | 11 | 1 | 2 | 6 | 9 | 1 | 0 | 6 | 11 | 6 | 11 | 0 | 1 | 18 |
| BLACK | 1 | 3 | 2 | 9 | 1 | 5 | 4 | 5 | 8 | 4 | 2 | 1 | 0 | 3 | 5 | 7 | 2 | 8 | 3 | 2 | 1 | 0 | 6 | 8 | 5 | 9 | 1 | 0 | 15 |
| TOTALS | 6 | 16 | 18 | 32 | 7 | 24 | 14 | 27 | 33 | 22 | 11 | 6 | 5 | 10 | 22 | 35 | 10 | 14 | 23 | 25 | 3 | 0 | 36 | 33 | 27 | 42 | 1 | 2 | 72 QT |
| | 22 | | 50 | | 31 | | 41 | | 55 | | 17 | | 15 | | 57 | | 24 | | 48 | | 3 | | 69 | | 69 | | 3 | | |

8. Looks Like You

| BOYS | BB | BG | WB | WG |
|---|---|---|---|---|
| WHITE | 1 | 0 | 17 | 4 |
| BLACK | 12 | 1 | 2 | 2 |
| GIRLS | | | | |
| WHITE | 0 | 2 | 6 | 10 |
| BLACK | 3 | 9 | 0 | 3 |
| TOTAL | 16 | 12 | 25 | 19 |
| | 28 | | 44 | |

APPENDIX C

2. Measure Parental Attitudes.

## PARENT SURVEY DEVELOPMENT

### Background

It was felt necessary to the design of ESEA, Title III project "Impact of a Pre-School and Interracial Program" (IPSIP) to measure attitudinal changes that occur in the parents of the three-year-old children who are participating in the project.

The three variables (factors) that we wished to measure were:

1. Parent attitude toward integration
2. Parent attitude toward preschool
3. Parent attitude toward school curriculum

Initially, only the first variable was considered; however, as the project began to move forward, it was believed that the parent's attitude toward pre-school and non-traditional curriculum approaches were also of interest.

In order to differentiate parent attitudes, it was felt advisable to define the attitudes in terms of statements which were believed to reflect a wide spectrum of conservatism or liberalism. To do this a "brainstorming" session was held with several members of the administrative staff of the Cincinnati Public Schools. They were asked to give statements which they considered to be indicative of the far-left, middle-of-the-road, and the far-right, with regard to the three variables under consideration. Of the 33 usable statements that were received, 5 were selected in each category. They were printed in 3 separate blocks to be ranked by 18 different members of the administrative staff (see Apendix A for ranking).

The correlations of the 1's and 5's in each of the 3 categories approached 100! The correlations of the 2's, 3's, and 4's were not computed, however,

there was enough apparent agreement to conclude that the questions did reflect a fair range of attitudes. The scores reported are the sums of the raw scroes, N=18. Appendix B shows the distribution of the ranked means.

The 15 items were then randomly assigned numbers 1 to 15 and were printed as a 5-point Likert scale survey form (see Appendix C for survey form). Since it was necessary to secure approval from many different offices before it was possible to administer the survey to parent population for which it was intended (N=306), it was administered to a total of 51 persons--school administrators, teachers, and lay personnel not in the target sample. This pilot study is described in the following pages.

The sample had too many educators who were too well read, and consequently, too highly opinionated. Nearly all of the professionals agreed and disagreed on the same items while many lay people reacted out of pure, uneducated, unreasoning feelings.

As an illustration, some of the professionals wanted to know if "integrated learning situations" (item 5) referred to racial or academic integration, while some lay people expressed happiness that we were "finally going to get rid of frills like kindergarten!" Similarly, many professionals mentioned Supreme Court rulings, state laws, and educational traditions and precedents which undoubtedly added structures to their replies; "How could you grade a kid's attitude toward himself?" was more typical of the non-professional remark.

The actual target pupulation for the survey will be more homogeneous; at least it will not be dichotomous, and the results would be more meaningful. As it is, however, some rather interesting factors were found.

Results

Five factors were rotated using BMD037 Factor Analysis Version of May 2, 1966; the results may be seen in Table 1.

Table 29. Factor Rotation Matrix for Parent Survey. (Appendix C-Pilot Study)

| ITEM | $F_1$ | $F_2$ | $F_3$ | $F_4$ | $F_5$ |
|---|---|---|---|---|---|
| 1. | 17 | 08 | 19 | 61 | 13 |
| 2. | 15 | 62 | 11 | 03 | 02 |
| 3. | 07 | 53 | 09 | 01 | 04 |
| 4. | 00 | 36 | 23 | 26 | 15 |
| 5. | 24 | 02 | 09 | 09 | 54 |
| 6. | 38 | 53 | 04 | 57 | 10 |
| 7. | 66 | 04 | 10 | 14 | 18 |
| 8. | 23 | 19 | 36 | 63 | 10 |
| 9. | 58 | 21 | 28 | 14 | 16 |
| 10. | 63 | 24 | 21 | 19 | 21 |
| 11. | 43 | 08 | 25 | 29 | 14 |
| 12. | 70 | 06 | 05 | 17 | 36 |
| 13. | 00 | 10 | 32 | 00 | 54 |
| 14. | 18 | 02 | 69 | 13 | 03 |
| 15. | 03 | 14 | 67 | 08 | 04 |

Factor one seems to imply a passive nature or attitude on the part of the respondent. "Let George do it," seems to be the implication of items 7, 9, 10 and 12 in that they are agreeing that either the Board of Education or the State Legislature should make the decision.

Factor two, items 2, 3, 6 and possibly 4, must be interpreted in light of the white-middle-class sample responding. I believe what is being said by the respondents is, "My kids have nasty attitudes, the schools by cutting 'frills' should get back to strict education by preparing them for college." For want of a better title, one could call this, "White-middle-class-parents'-dream-of-returning-to-normality!"

Both items and 15 reflect a negative attitude towards kindergarten, and they load rather heavily in factor 3.

Factor 4 deserves some note since item 6, my single compound sentence, correlates fairly well with my two "open-ended" statements, items 1 and 8.

"Social Development" (item 1) could be construed as everything from table manners to applied sex education. The mean score of 4.1 on this item (see Table 2.) seems to indicate that people are eager to agree with themselves as to what they think ought to be taught!

Item 11, mean score 3.5, was apparently interpreted as "busing" to a hostile or in some way, threatening neighborhood. The statement could have meant "busing" to an even more desirable neighborhood than their own, however.

Table 28. Means and Standard Deviations of Parent Survey.

| Item Number | Mean | Standard Deviation |
|---|---|---|
| 1. | 4.13 | 0.72 |
| 2. | 3.45 | 0.83 |
| 3. | 3.09 | 0.96 |
| 4. | 2.64 | 1.27 |
| 5. | 3.58 | 0.96 |
| 6. | 3.52 | 0.73 |
| 7. | 4.01 | 1.06 |
| 8. | 2.43 | 1.45 |
| 9. | 3.05 | 1.19 |
| 10. | 4.23 | 0.97 |
| 11. | 3.52 | 0.73 |
| 12. | 4.19 | 0.74 |
| 13. | 3.80 | 0.74 |
| 14. | 2.47 | 1.18 |
| 15. | 2.31 | 0.92 |

Factor 5, items 5, 13 and 12, seems to describe a desire to have structured classes for pre-kindergarten, kindergarten, civic and social activities.

Recommendations

Since the questionnaire will be sent to parents of very young children, "algebra and history" (item 2) were replaced by math and social studies (item 10, Appendix D).

To eliminate possible confusion over "Integrated learning situations," it was changed to read "Racially integrated learning situations," (item 5, Appendix D).

Differences among several groups will be studied. In addition to questions A, B, C and D, (see Appendix C) we shall also study any differences among the two treatment groups and the control groups.

## PARENT SURVEY ADMINISTRATION

Background

The parent survey was sent by mail to each of the 306 families who had applied for the IPSIP project. A stamped, return envelope was also provided. Since many families may not have remembered to which group they were assigned, the forms were color-coded so that treatment group errors would be held to a minimum. Group I, classroom participants, received green forms; group II, parent education participants, received white ones; group III, control group, were sent pink surveys.

The questionnaires were mailed during the first week of December; returns were received as late as the last week in January. The data were initially plotted as histograms, showing the mean, standard deviation and standard error of the mean, (See Appendix E).

Results

With the exception of questions 6, 8 and 15, the distribution for all three groups appeared to be essentially the same.

Group II, parent education, seemed to be far less enthusiastic than either groups I or III with regard to compulsory pre-school and kindergarten requirements, (items 6 and 15). This phenomenon can probably be attributed to the influence of the parent education program which had as its central theme, "The Parent as the Prime Educator." Similarly, parents of group II seems to place less emphasis on college preparatory programs than their counterparts in groups I and III, (item 8). Once again, the parent education program in stressing the importance of allowing children to find their own pace, probably modified to some extent the middle-class aspiration to send children to college.

Table 29 contains the rotated factor matrix for the data collected from the IPSIP parents.

Table 29. Factor Rotation Matrix for Parent Survey (Appendix D-Actual Study)

| Item | $F_1$ | $F_2$ | $F_3$ | $F_4$ | $F_5$ |
|---|---|---|---|---|---|
| 1. | 05 | -14 | 00 | 79 | 02 |
| 2. | 33 | 07 | 39 | -18 | -05 |
| 3. | 08 | 79 | 05 | -14 | 01 |
| 4. | 25 | 00 | 24 | 62 | 02 |
| 5. | 76 | 01 | 25 | 10 | 00 |
| 6. | 09 | -68 | 35 | 13 | 03 |
| 7. | 08 | 75 | 05 | 02 | 04 |
| 8. | -15 | 28 | 21 | 28 | 68 |
| 9. | -80 | 22 | 13 | -05 | 05 |
| 10. | -16 | 15 | 13 | 22 | -83 |
| 11. | 48 | 34 | 38 | 11 | 09 |
| 12. | 16 | -06 | 64 | 24 | 00 |
| 13. | -28 | 18 | 47 | -48 | 26 |
| 14. | 64 | 03 | 11 | 26 | 06 |
| 15. | 04 | 27 | 74 | 05 | 02 |

Factor one loads heavily with all five items (2, 5, 9, 11 and 14) relating to integration; the overall impression is certainly favorable towards integration, but item 11, attitude toward "busing," is strongly negative. The reader is reminded that item 11 was selected as the most liberal in our pilot study (See Appendix A).

Factor 3, items 3, 6 and 7, indicates a valence toward keeping the "status quo" in kindergarten.

Factor 3, items 12 and 15, shows a generally favorable attitude toward pre-school. It is interesting to note that pre-school and kindergarten were apparently thought of as being two separate entities in the minds of the respondents, even though the IPSIP program will hopefully retain the same children for three consecutive years. The reader is reminded that items in Factor 2 were in the neutral to negative side of the Likert scale (Appendix A), while items 12 and 15 were on the positive side.

Factor 4, items 1, 4 and 13, show a favorable attitude toward social development curriculum, while items 8 and 10, Factor 5, show favorable attitudes toward a more academically oriented school system. Again, the reader may wish to refer to Appendix A to note that items 8 and 10 were ranked as the more traditional view of education in the pilot study, while items 1, 4 and 13 were ranked from neutral to liberal in their ideas. The respondents reacted favorably to all items dealing with either social or academic curriculum improvements, but reacted negatively when it came to eliminating one in favor of the other.

Parent Survey, November 1971

The results of the parent survey were tabulated and graphed during the months of December and January. It was interesting to not that the graphs for Groups I, II, and III are generally more similar than they are different. Further, the response pattern has not changed significantly from the December 1969 survey. Groups I and III still seem to place more value on organized pre-school than do Group II respondents, and both black and white parents seem to be in basic agreement on each of the five racial integration issues raised by the questionnaire. (See Appendix A)

Of the many interesting results, possibly the most surprising was the great general "vote of confidence" given the project by all three Groups. It is reasonable to expect general militant disappointment on the part of parents who have never been included in the project, but this simply was not the case. The one question which directly addressed itself to this was item "F" which states:

*F. In general I am

1. enthusiastic
2. pleased
3. neutral
4. disappointed
5. angered

by the IPSIP Program

The results show that only 7% of Group I parents are disappointed and none are angered; only 9% are even neutral. This result seems to refute the generalities that have been quoted which report that "Everyone is really upset!" Fully 85% of the Group I parents responding are either enthusiastic (45%) or pleased (40%) with regard to the IPSIP program.

Even Groups II and III reflect a favorable response pattern. Only 12% of Group II are disappointed and again, none are angered; another 12% are neutral. Better than 75% are either enthusiastic (36%) or pleased (40%) Group III parents are less enthusiastic (11%) and pleased (17%). Most are neutral (38%) or disappointed (30%) and even angered (4%).

| Response | Group I (n=46) | Group II (n=29) | Group III (n=28) |
|---|---|---|---|
| 1) Enthusiastic | 45% | 36% | 11% |
| 2) Pleased | 40% | 40% | 17% |
| 3) Neutral | 9% | 12% | 38% |
| 4) Disappointed | 7% | 12% | 30% |
| 5) Angered | 0 | 0 | 4% |

Parent Survey February 1973

Essentially the same survey was administered again in February, 1973. Because of the small number of participants (N=52), however, it was no longer reasonable to divide the results into Groups I, II, and III. The results were very similar to the other too administrations, however; the parents continue to show overwhelming support for the program. For example, about 90% (47 out of 51) are either enthusiastic or pleased about IPSIP, while only 5% are neutral, 5% disappointed, and none are angered. The major criticism of the program was that there were not enough funds to allow every child to participate in the IPSIP classrooms - that kind of criticism is really appreciated.

Division of Program Research and Design
ESEA TITLE III PRE-SCHOOL PROGRAM
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, Ohio 45202
February, 1973

Please place an "X" in the box which most closely reflects your feelings about each of the following statements. If you feel that you need to make additional comments, please feel free to use the back of this sheet.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Example: It is important for children to have a balanced diet. | X | | | | |
| 1. A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire. | 11 | 32 | 6 | 0 | 0 |
| 2. Boards of Education should draw school district boundary lines as to insure a reasonable racial balance. | 12 | 11 | 14 | 13 | 2 |
| 3. Kindergarten could probably be eliminated without any noticeable effect on a child's achievement. | 1 | 1 | 1 | 18 | 29 |
| 4. A four-year-old is really a "bother" when you are cleaning the house, preparing a meal or working in the yard. | 0 | 6 | 6 | 22 | 18 |
| 5. The curriculum for all students should provide for teaching some classes in social development. | 14 | 32 | 3 | 1 | 0 |
| 6. Schools should assume the responsibility of initiating racially integrated learning situations for all children. | 6 | 19 | 13 | 10 | 3 |
| 7. Kindergarten should be made compulsory by state law. | 18 | 15 | 9 | 3 | 1 |
| 8. Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably the best. | 3 | 12 | 14 | 13 | 8 |
| 9. Four-year-olds should be permitted to help with the dishes. | 5 | 31 | 10 | 8 | 4 |
| 10. As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school. | 18 | 19 | 5 | 7 | 2 |
| 11. Schools should be primarily concerned with education and become relatively removed from the task of integration. | 10 | 10 | 6 | 16 | 10 |
| 12. It is more important for the average student to have healthy attitudes towards himself, his neighbors, and his community than to know math and social studies. | 11 | 11 | 12 | 14 | 3 |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 13. My four-year-old asks too many questions. | 2 | 4 | 3 | 24 | 17 |
| 14. All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own. | 1 | 3 | 6 | 26 | 15 |
| 15. The Pre-school educational program is probably more important than any other phase of education. | 13 | 18 | 10 | 10 | 0 |
| 16. When shopping at a supermarket I would rather leave my four-year-old at home. | 4 | 10 | 8 | 22 | 7 |
| 17. Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic. | 5 | 1 | 7 | 28 | 9 |
| 18. Teaching staffs should be integrated. | 16 | 23 | 9 | 2 | 2 |
| 19. Pre-kindergarten education (4-year-old-classes) should be required for all normal children. | 12 | 16 | 8 | 11 | 3 |

20. If funds are available after passage of the May tax levy, would you be interested in enrolling your first grader in an open classroom which would be based upon the principles of IPSIP?

Yes 31 No 3

Not sure 18

A. I live in the school district indicated*

1. 2 N. Avondale
2. 6 Bond Hill
3. 0 Burton
4. 2 Carthage
5. 6 Hartwell
6. 7 Kennedy
7. 7 Losantiville
8. 8 Pleasant Ridge
9. 4 Roselawn
10. 7 Silverton
11. 2 Swifton

B. I am

1. 2 Male
2. 50 Female

C. I am

1. 33 Caucasian
2. 18 Black
3. 1 Other

D. The best feature(s) about the program is (are): (circle as many as you feel apply)

1. 22 Intercultural/racial contacts for parents.
2. 36 Intercultural/racial contacts for children.
3. 13 Sharing of test results with parents.
4. 45 Exposure to current early childhood education practices.
5. 11 Other (specify) _____

_____

_____

_____

_____

(Use the back of this sheet for additional comments)

E. My major criticism(s) of the IPSIP program is (are): (circle as many as you feel apply)

1. 23 There are not enough funds to allow every child to participate in the classroom.
2. 3 It requires too much parent involvement.
3. 2 There are insufficient materials in the classroom.
4. 5 Travel from home to school is too far.
5. 11 Other (specify) _____

_____

_____

_____

_____

(Use the back of this sheet for additional comments)

F. In general I am

1. 25 Enthusiastic
2. 22 Pleased
3. 2 Neutral
4. 2 Disappointed
5. 0 Angered

by the IPSIP Program.

G. I would like to see the IPSIP program continued beyond June of 1973.

1. 46 Yes

2. 1 No

3. 5 Uncertain

H. My age is

1. 0 20 or below

2. 5 21 to 25

3. 13 26 to 30

4. 20 31 to 35

5. 7 36 to 40

6. 6 41 or over

I. My four-year-old is a

1. 27 Girl

2. 23 Boy

Please return this questionnaire as soon as possible in the envelope provided.

Addendum to Appendix C

Name_____

Title III Pre-School Program
Ron Nieman

We are attempting to determine the reliability of our assumptions regarding the type of attitudes reflected by the statements listed below before publishing them in a parent survey.

We would appreciate your participation in a pilot study of the statements. Merely rank the three sets according to the varying degrees of attitude which they reflect. Each item of each set must have a different number; 1, 2, 3, 4 or 5.

Set I - A rank of 1 = traditional view of purpose of education; a rank of 5 = liberal view.

Rank

3 The curriculum for all students should provide for teaching some classes in social development.

5 It is more important for a high school graduate to have healthy attitudes toward himself, his neighbors and his community than to know algebra and history.

2 As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school.

1 Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic.

4 A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire.

Set II - A rank of 1 = conservative attitude toward integration; a rank of 5 = liberal attitud

1 Schools should be primarily concerned with education and become relatively removed from the task of integration.

3 Boards of education should draw school district boundary lines so as to insure a reasonable racial balance.

5 All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own.

4 Schools should assume the responsibility of initiating integrated learning situations for all children.

2 Teaching staffs should be integrated.

Set III - A rank of 1 = favorable attitude toward pre-school; a rank of = negative attitude toward pre-school.

1 The Pre-school educational program is probably more important than any other phase of education.

3 Kindergarten should be made compulsory by state law.

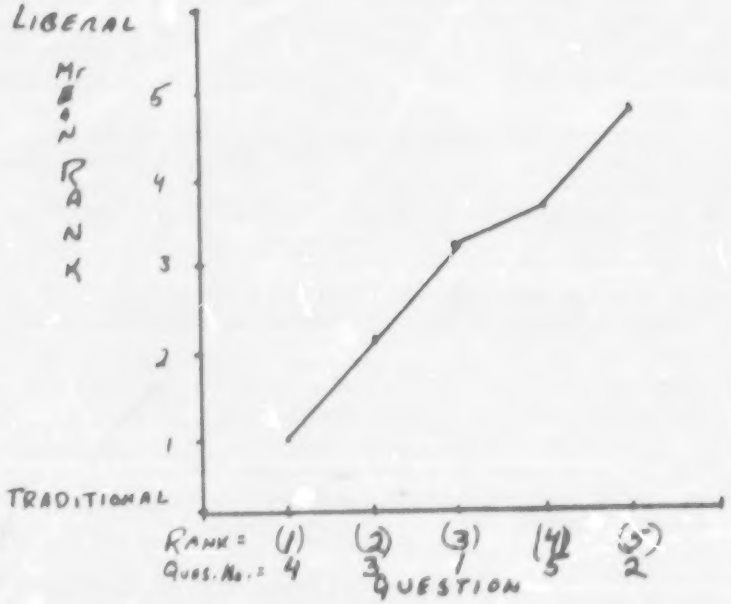
2 Pre-kindergarten education (4-year-old classes) should be required for all normal children.

5 Kindergarten could probably be eliminated without any noticeable effect on a child's achievement.

4 Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably the best.

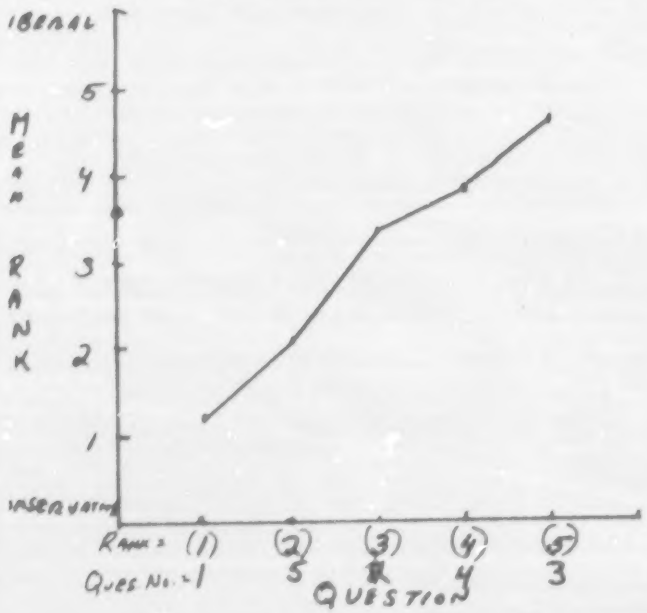
# Distribution of Means (N=18) on Three Variables of Parent Survey November, 1970

## Set I
Purpose of Education



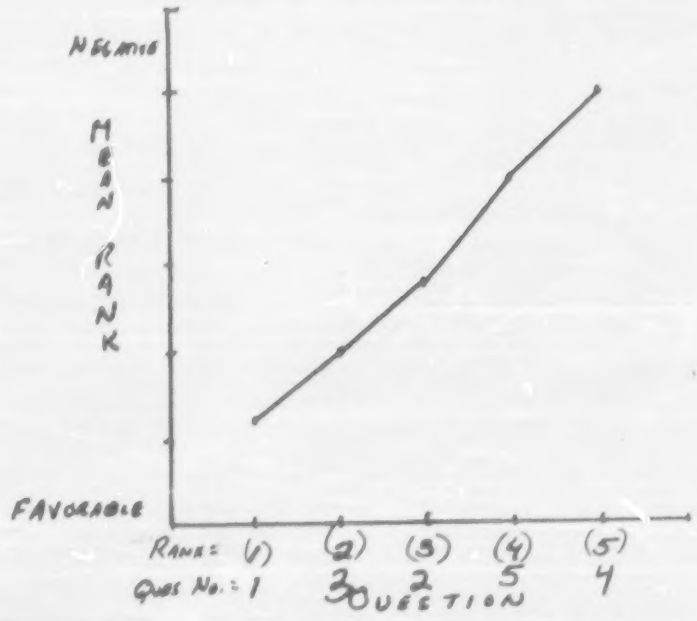

| Ques No. | Raw Score | Mean |
|---|---|---|
| 1 | 61 | 3. |
| 2 | 84 | 4. |
| 3 | 40 | 2. |
| 4 | 18 | 1. |
| 5 | 67 | 3. |

## Set II
School's Role in Integration




| Ques No. | Raw Score | Mean |
|---|---|---|
| 1 | 21 | 1. |
| 2 | 61 | 3. |
| 3 | 83 | 4. |
| 4 | 68 | 3. |
| 5 | 37 | 2. |

## Set III
Attitude Toward Pre-School




| Ques No. | Raw Score | Mean |
|---|---|---|
| 1 | 22 | 1. |
| 2 | 51 | 2. |
| 3 | 36 | 2. |
| 4 | 88 | 4. |
| 5 | 73 | 4. |

Division of Program Research and Design
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Cincinnati Public Schools
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Cincinnati, Ohio 45202
November, 1970

Please place an "X" in the box which most closely reflects your feelings about each of the following statements. If you feel that you need to make additional comments, please feel free to use the back of this sheet.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Example: It is important for children to have a balanced diet. | X | | | | |
| 1. A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire. | | | | | |
| 2. Boards of education should draw school district boundary lines so as to insure a reasonable racial balance. | | | | | |
| 3. Kindergarten could probably be eliminated without any noticeable effect on a child's achievement. | | | | | |
| 4. The curriculum for all students should provide for teaching some classes in social development. | | | | | |
| 5. Schools should assume the responsibility of initiating integrated learning situations for all children. | | | | | |
| 6. Kindergarten should be made compulsory by state law. | | | | | |
| 7. Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably the best. | | | | | |
| 8. As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school. | | | | | |
| 9. Schools should be primarily concerned with education and become relatively removed from the task of integration. | | | | | |
| 10. It is more important for a high school graduate to have healthy attitudes toward himself, his neighbors and his community than to know algebra and history. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 11. All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own. | | | | | |
| 12. The Pre-School educational program is probably more important than any other phase of education. | | | | | |
| 13. Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic. | | | | | |
| 14. Teaching staffs should be integrated. | | | | | |
| 15. Pre-Kindergarten education (4-year-old classes) should be required for all normal children. | | | | | |

A. I live in the school district indicated:
(1)_____N. Avondale
(2)_____Bond Hill
(3)_____Burton
(4)_____Carthage
(5)_____Hartwell
(6)_____Kennedy
(7)_____Losantiville
(8)_____Pleasant Ridge
(9)_____Roselawn
(10)_____Silverton
(11)_____Swifton

B. I am
(1)_____Male
(2)_____Female

C. I am
(1)_____Caucasian
(2)_____Negro
(3)_____Oriental

D. My age is
(1)_____20 or below
(2)_____21 to 25
(3)_____26 to 30
(4)_____31 to 35
(5)_____36 to 40
(6)_____41 or over

Please return this questionnaire as soon as possible in the envelope provided.

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November, 1970

Please place an "X" in the box which most closely reflects your feelings about each of the following statements. If you feel that you need to make additional comments, please feel free to use the back of this sheet.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Example: It is important for children to have a balanced diet. | X | | | | |
| 1. A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire. | | | | | |
| 2. Boards of education should draw school district boundary lines so as to insure a reasonable racial balance. | | | | | |
| 3. Kindergarten could probably be eliminated without any noticeable effect on a child's achievement. | | | | | |
| 4. The curriculum for all students should provide for teaching some classes in social development. | | | | | |
| 5. Schools should assume the responsibility of initiating racially integrated learning situations for all children. | | | | | |
| 6. Kindergarten should be made compulsory by state law. | | | | | |
| 7. Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably the best. | | | | | |
| 8. As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school. | | | | | |
| 9. Schools should be primarily concerned with education and become relatively removed from the task of integration. | | | | | |
| 10. It is more important for the average student to have healthy attitudes toward himself, his neighbors and his community than to know math and social studies. | | | | | |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 11. All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own. | | | | | |
| 12. The Pre-school educational program is probably more important than any other phase of education. | | | | | |
| 13. Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic. | | | | | |
| 14. Teaching staffs should be integrated. | | | | | |
| 15. Pre-kindergarten education (4-year-old classes) should be required for all normal children. | | | | | |

A. I live in the school district indicated:
(1)_____ N. Avondale
(2)_____ Bond Hill
(3)_____ Burton
(4)_____ Carthage
(5)_____ Hartwell
(6)_____ Kennedy
(7)_____ Losantiville
(8)_____ Pleasant Ridge
(9)_____ Roselawn
(10)_____ Silverton
(11)_____ Swifton

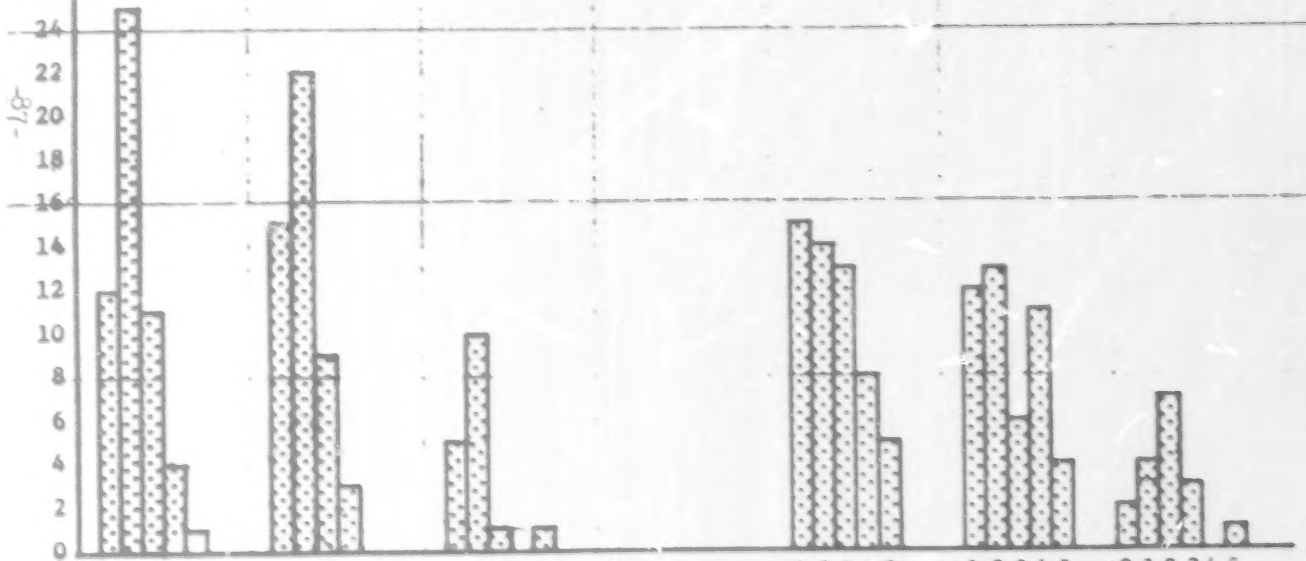
B. I am
(1)_____ Male
(2)_____ Female

C. I am
(1)_____ Caucasian
(2)_____ Negro
(3)_____ Oriental

D. My age is
(1)_____ 20 or below
(2)_____ 21 to 25
(3)_____ 26 to 30
(4)_____ 31 to 35
(5)_____ 36 to 40
(6)_____ 41 or over

Please return this questionnaire as soon as possible in the envelope provided.

1. A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire.



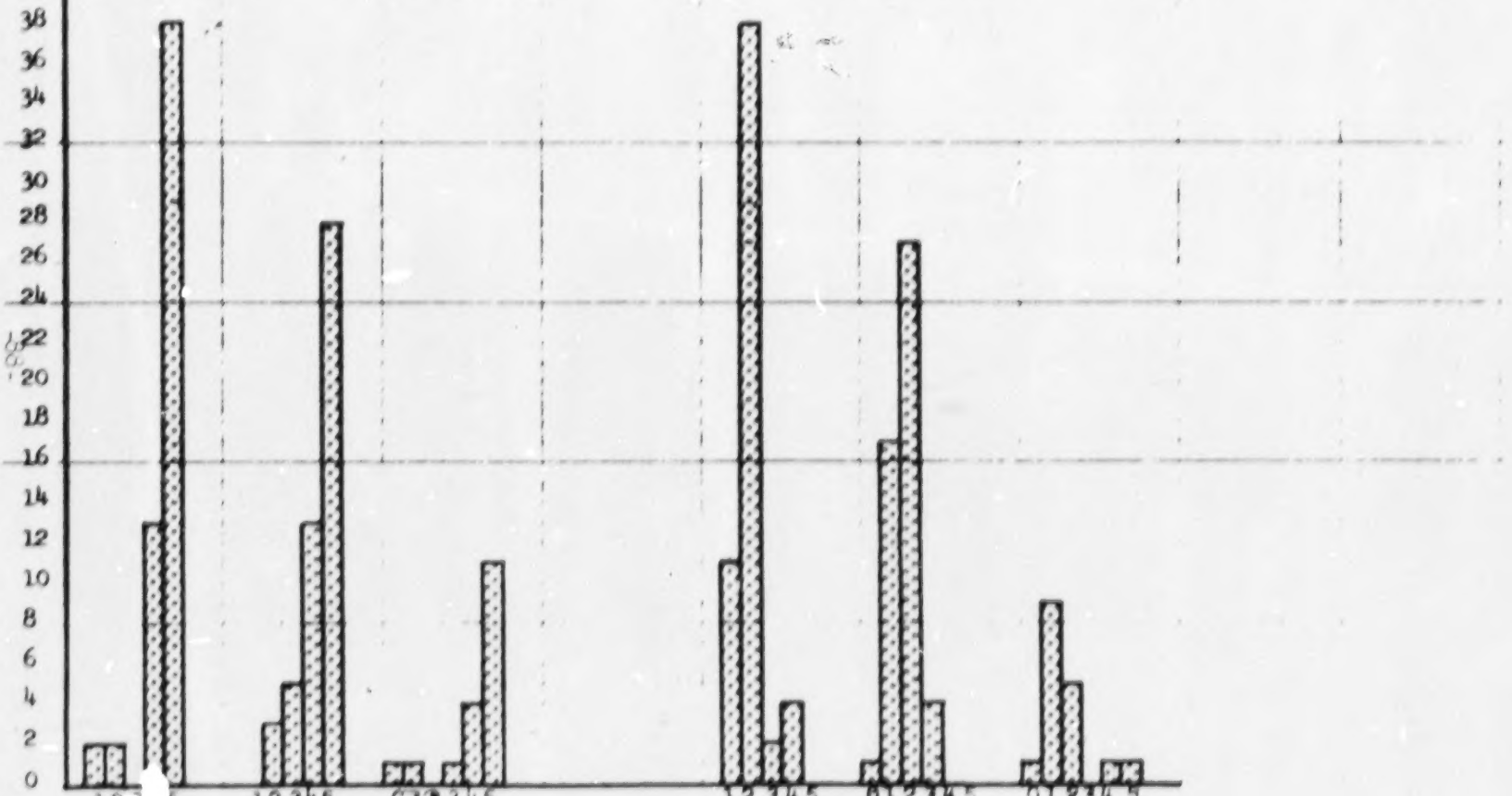

| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 2.1 | Mean = 2.0 | Mean = 1.9 |
| S.D. = 1.0 | S.D. = 0.9 | S.D. = 1.0 |
| S.E.M.= 0.1 | S.E.M.=0.1 | S.E.M. = 0.2 |

2. Boards of education should draw school district boundary lines so as to insure a reasonable racial balance.




| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 2.5 | Mean = 2.6 | Mean = 1.9 |
| S.D. = 1.3 | S.D. = 1.3 | S.D. = 1.2 |
| S.E.M.=0.2 | S.E.M.=0.2 | S.E.M.=0.3 |

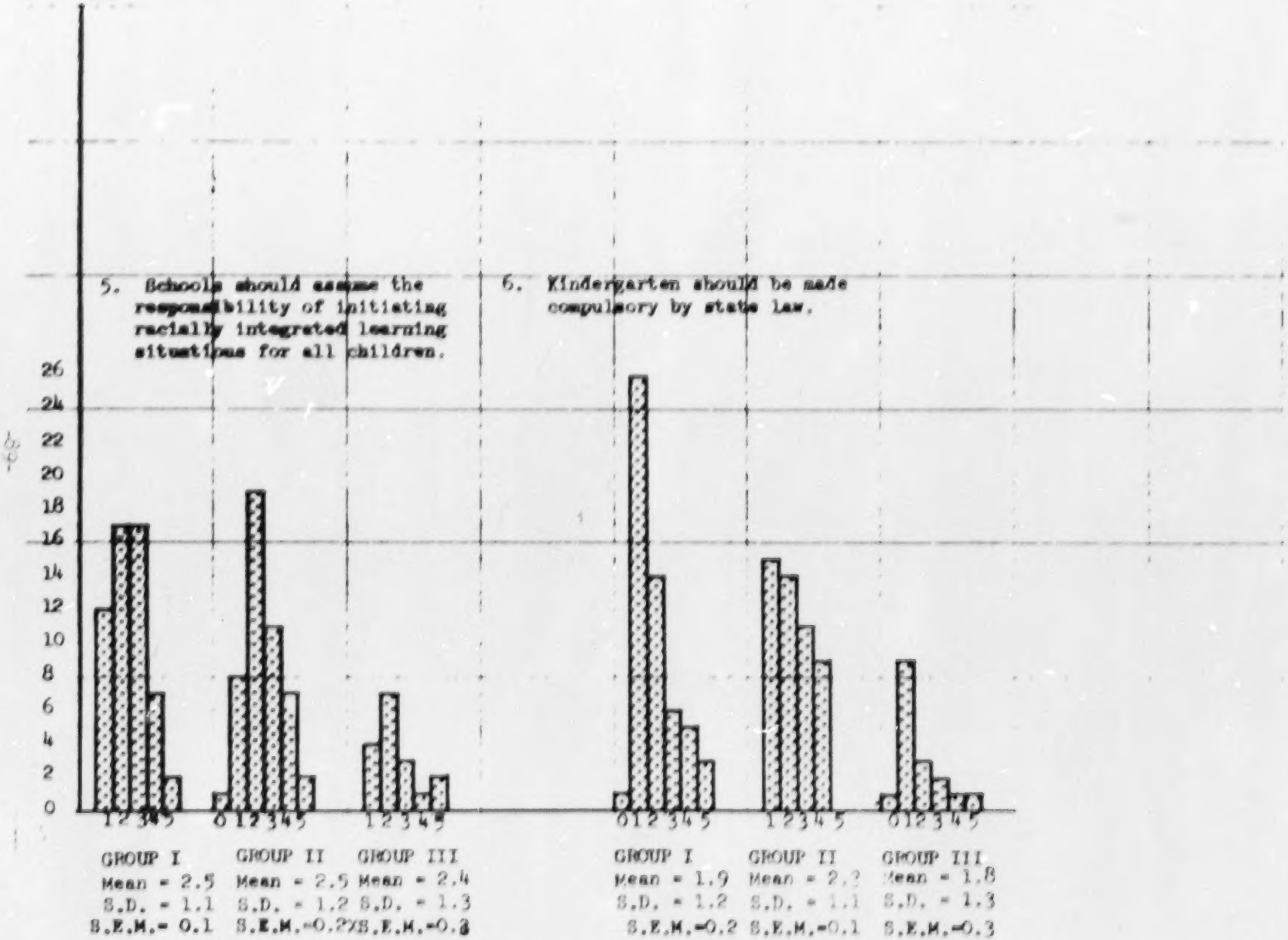
3. Kindergarten could probably be eliminated without any noticeable effect on a child's achivement.

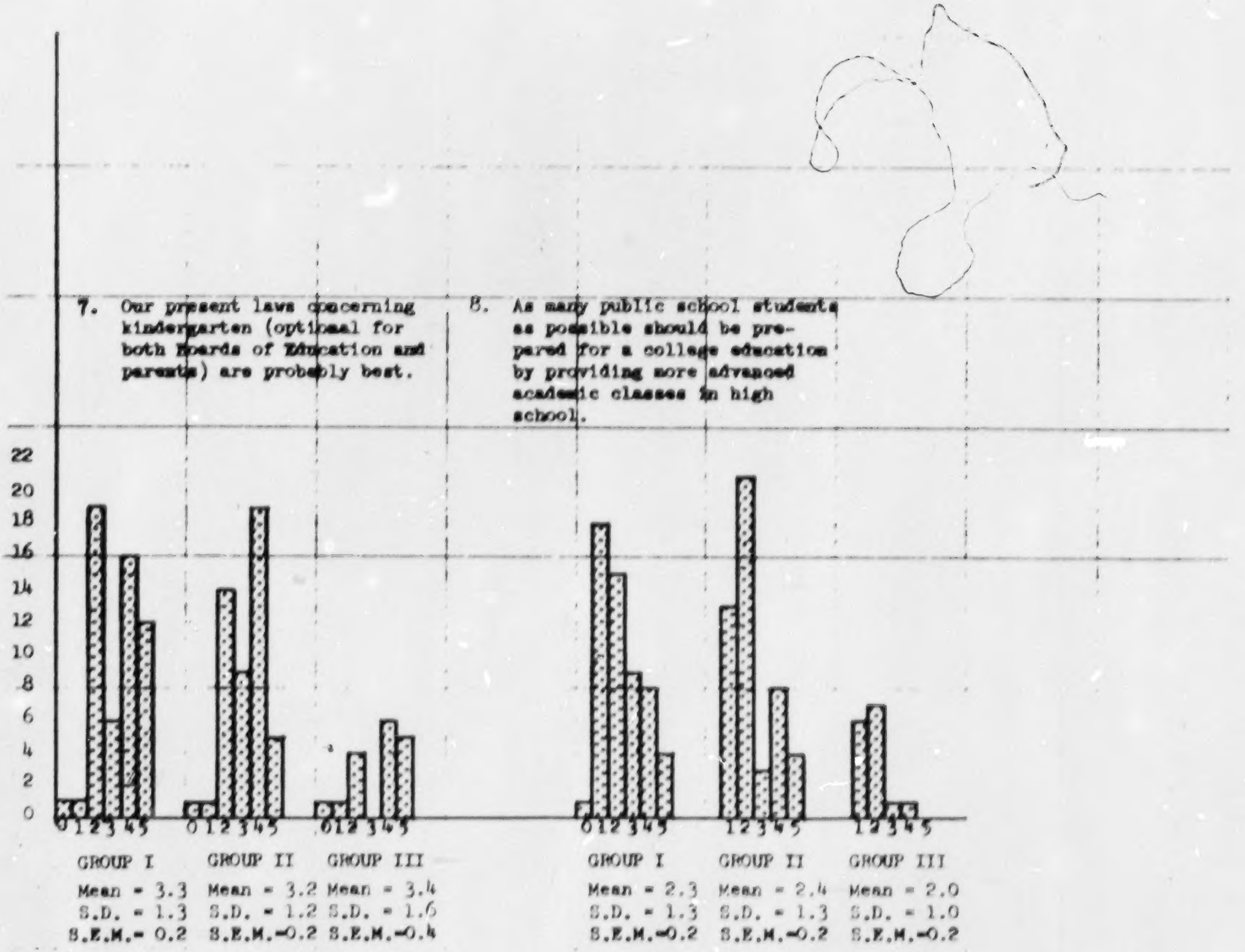



| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 4.5 | Mean = 4.3 | Mean = 4.2 |
| S.D. = 1.0 | S.D. = 0.9 | S.D. = 1.5 |
| S.E.M.= 0.1 | S.E.M.=0.1 | S.E.M.=0.1 |

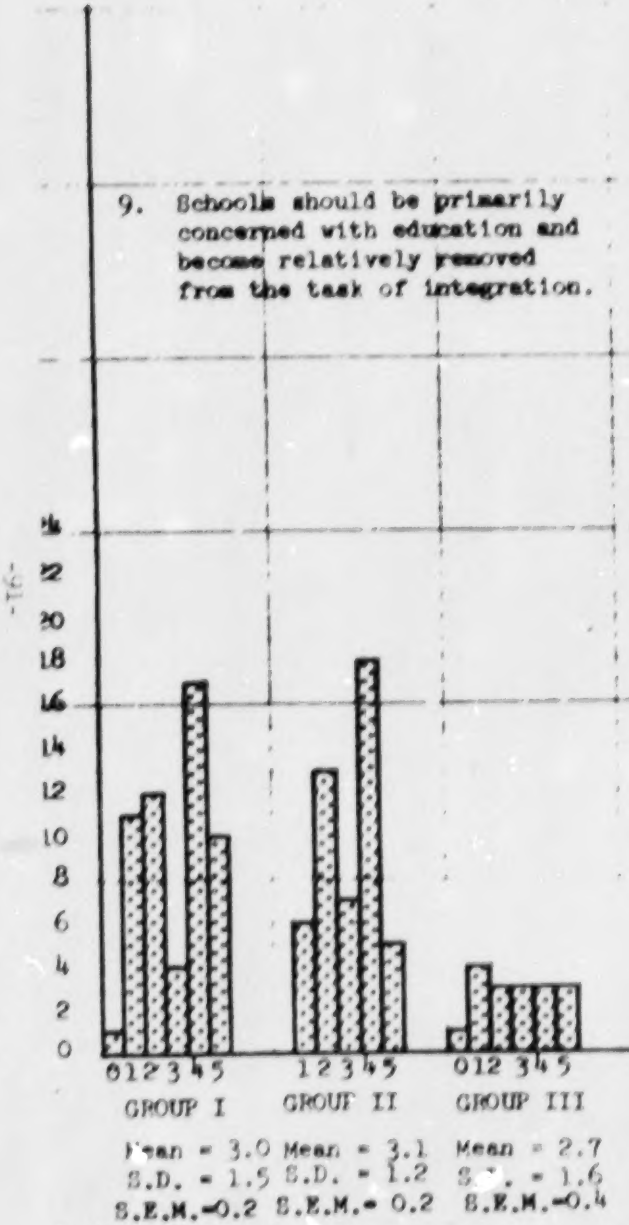
4. The curriculum for all students should provide for teaching some classes in social development.

| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 2.0 | Mean = 1.7 | Mean = 1.6 |
| S.D. = 0.7 | S.D. = 0.7 | S.D. = 1.2 |
| S.E.M.=0.1 | S.E.M.=0.1 | S.E.M.=0.3 |

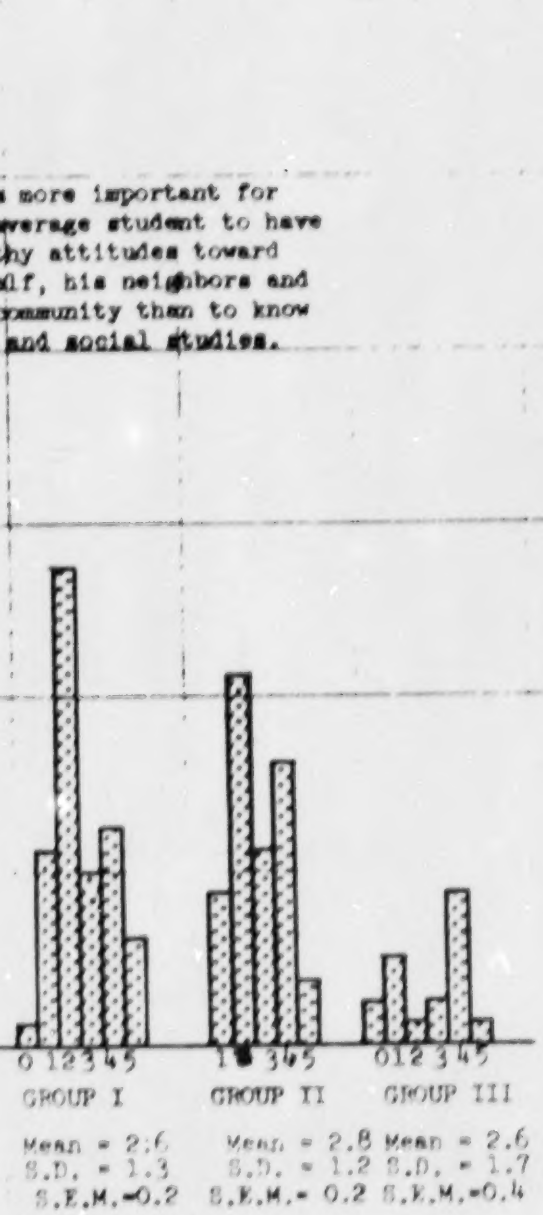

5. Schools should assume the responsibility of initiating racially integrated learning situations for all children.
6. Kindergarten should be made compulsory by state law.
26
24
22
20
18
16
14
12
10
8
6
4
2
0
1 2 3 4 5
0 1 2 3 4 5
1 2 3 4 5
0 1 2 3 4 5
1 2 3 4 5
0 1 2 3 4 5
GROUP I Mean = 2.5 S.D. = 1.1 S.E.M.= 0.1
GROUP II Mean = 2.5 S.D. = 1.2 S.E.M.=0.2
GROUP III Mean = 2.4 S.D. = 1.3 S.E.M.=0.3
GROUP I Mean = 1.9 S.D. = 1.2 S.E.M.=0.2
GROUP II Mean = 2.2 S.D. = 1.1 S.E.M.=0.1
GROUP III Mean = 1.8 S.D. = 1.3 S.E.M.=0.3


7. Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably best.
8. As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school.
22
20
18
16
14
12
10
8
6
4
2
0
0 1 2 3 4 5
GROUP I
Mean = 3.3
S.D. = 1.3
S.E.M.= 0.2
GROUP II
Mean = 3.2
S.D. = 1.2
S.E.M.=0.2
GROUP III
Mean = 3.4
S.D. = 1.6
S.E.M.=0.4
GROUP I
Mean = 2.3
S.D. = 1.3
S.E.M.=0.2
GROUP II
Mean = 2.4
S.D. = 1.3
S.E.M.=0.2
GROUP III
Mean = 2.0
S.D. = 1.0
S.E.M.=0.2

9. Schools should be primarily concerned with education and become relatively removed from the task of integration.

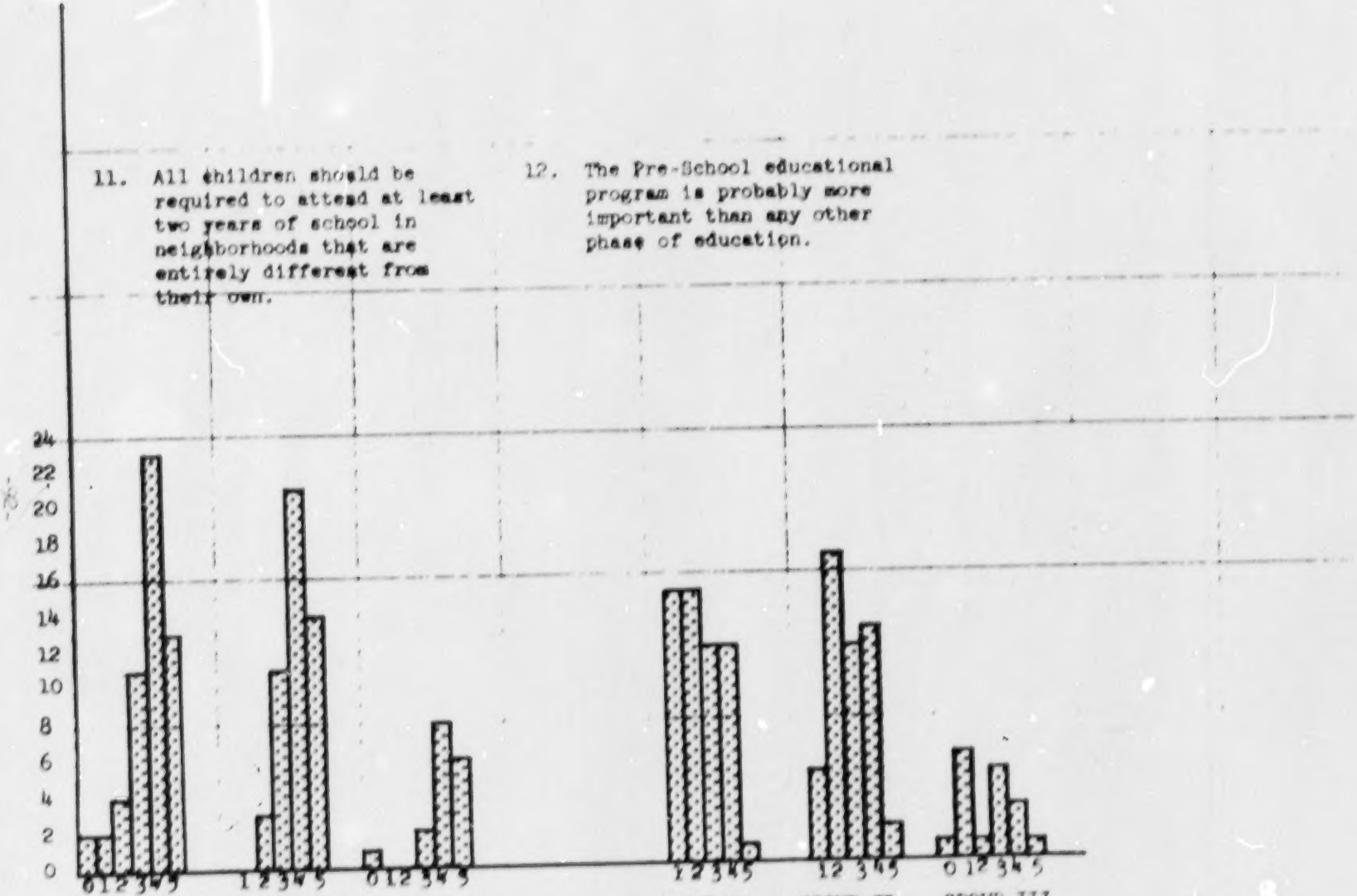



10. It is more important for the average student to have healthy attitudes toward himself, his neighbors and his community than to know math and social studies.



11. All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own.

12. The Pre-School educational program is probably more important than any other phase of education.




GROUP I GROUP II GROUP III

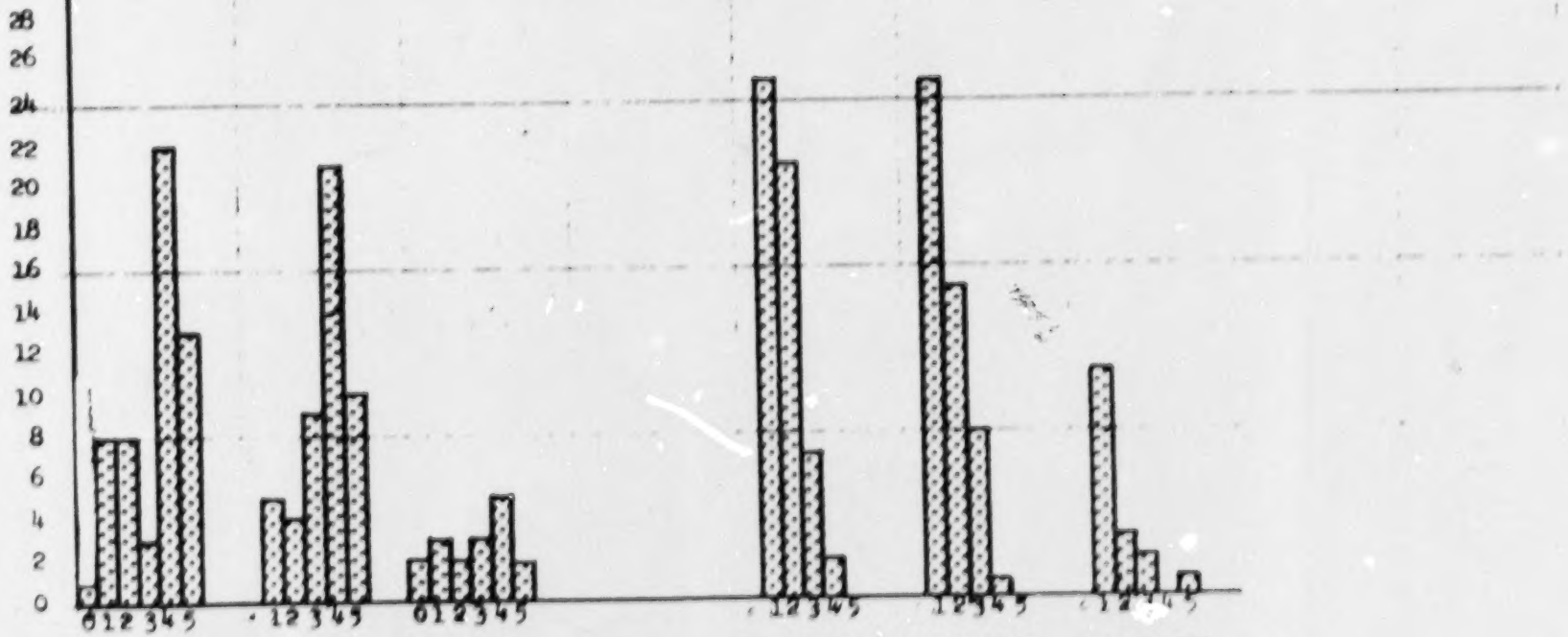
Mean = 3.6 Mean = 3.9 Mean = 4.0
S.D. = 1.2 S.D. = 0.9 S.D. = 1.2
S.E.M.=0.2 S.E.M.=0.1 S.E.M. = 0.3

GROUP I GROUP II GROUP III

Mean = 2.4 Mean = 2.8 Mean = 2.4
S.D. = 1.2 S.D. = 1.1 S.D. = 1.5
S.E.M.=0.2 S.E.M.=0.2 S.E.M.=0.4

13. Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic.

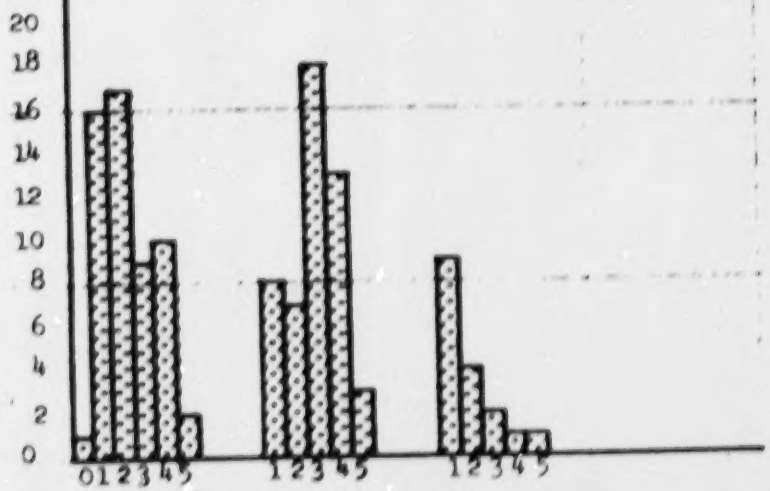
14. Teaching staffs should be integrated.




| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 3.4 | Mean = 3.6 | Mean = 2.7 |
| S.D. = 1.5 | S.D. = 1.2 | S.D. = 1.6 |
| S.E.M.=0.2 | S.E.M.=0.2 | S.E.M.=0.4 |

| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 1.7 | Mean = 1.7 | Mean = 1.6 |
| S.D. = 0.8 | S.D. = 0.8 | S.D. = 1.1 |
| S.E.M.=0.1 | S.E.M.=0.1 | S.E.M.=0.3 |

15. Pre-kindergarten education (4-year-old classes) should be required for all normal children.




| GROUP I | GROUP II | GROUP III |
|---|---|---|
| Mean = 2.3 | Mean = 2.9 | Mean = 1.9 |
| S.D. = 1.2 | S.D. = 1.2 | S.D. = 1.2 |
| S.E.M.=0.2 | S.E.M.= 0.2 | S.E.M.=0.3 |

Division of Program Research and Design
ESEA TITLE III PRE-SCHOOL PROGRAM
Cincinnati Public Schools
230 East Ninth Street
Cincinnati, Ohio 45202
November, 1971

APPENDIX _____

Please place an "X" in the box which most closely reflects your feelings about each of the following statements. If you feel that you need to make additional comments, please feel free to use the back of this sheet.

| | NUMBER REPLYING* | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| Example: It is important for children to have a balanced diet. | X | | | | |
| 1. A special time before or after school should be set aside on a regular weekly basis to allow students to participate in civic and social activities if they so desire. | 22 | 45 | 26 | 3 | 4 |
| 2. Boards of education should draw school district boundary lines so as to insure a reasonable racial balance. | 19 | 29 | 22 | 19 | 10 |
| 3. Kindergarten could probably be eliminated without any noticeable effect on a child's achievement. | 3 | 3 | 3 | 23 | 67 |
| 4. A four-year-old is really a "bother" when you are cleaning the house, preparing a meal or working in the yard. | 1 | 2 | 13 | 44 | 40 |
| 5. The curriculum for all students should provide for teaching some classes in social development. | 26 | 54 | 13 | 2 | 3 |
| 6. Schools should assume the responsibility of initiating racially integrated learning situations for all children. | 17 | 31 | 22 | 19 | 8 |
| 7. Kindergarten should be made compulsory by state law. | 46 | 26 | 17 | 8 | 3 |
| 8. Our present laws concerning kindergarten (optional for both Boards of Education and parents) are probably the best. | 5 | 21 | 15 | 26 | 32 |
| 9. Four-year-olds should be permitted to help with the dishes. | 20 | 49 | 18 | 9 | 1 |
| 10. As many public school students as possible should be prepared for a college education by providing more advanced academic classes in high school. | 26 | 37 | 16 | 16 | 4 |
| 11. Schools should be primarily concerned with education and become relatively removed from the task of integration. | 19 | 21 | 17 | 28 | 11 |
| 12. It is more important for the average student to have healthy attitudes toward himself, his neighbors and his community than to know math and social studies. | 16 | 35 | 18 | 19 | 9 |

*Since N=101, the number responding can also be reasonably interpreted as percentage responding. Discrepancies in totals are attributable to some "NO RESPONSE" answers.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 13. My four-year-old asks too many questions. | 2 | 5 | 9 | 45 | 39 |
| 14. All children should be required to attend at least two years of school in neighborhoods that are entirely different from their own. | 6 | 2 | 4 | 48 | 37 |
| 15. The Pre-school educational program is probably more important than any other phase of education. | 25 | 22 | 25 | 17 | 11 |
| 16. When shopping at a supermarket I would rather leave my four-year-old at home. | 2 | 22 | 21 | 38 | 17 |
| 17. Public schools should eliminate as many "frills" as possible and be concerned solely with reading, writing and arithmetic. | 8 | 16 | 8 | 37 | 30 |
| 18. Teaching staffs should be integrated. | 41 | 48 | 10 | 0 | 1 |
| 19. Pre-kindergarten education (4-year-old classes) should be required for all normal children. | 28 | 18 | 18 | 24 | 11 |
| 20. How do you feel at this time about being selected to be in this Group in the "Impact of a Pre-School and Interracial Program." | 38 | 28 | 30 | 2 | 1 |

c. I live in the school district indicated*

| | | |
|---|---|---|
| 1. | 4 | N. Avondale |
| 2. | 4 | Bond Hill |
| 3. | 2 | Burton |
| 4. | 2 | Carthage |
| 5. | 14 | Hartwell |
| 6. | 10 | Kennedy |
| 7. | 10 | Losantiville |
| 8. | 32 | Pleasant Ridge |
| 9. | 6 | Roselawn |
| 10. | 2 | Silverton |
| 11. | 5 | Swifton |

d. I am

| | | |
|---|---|---|
| 1. | 12 | Male |
| 2. | 84 | Female |

e. I am

| | | |
|---|---|---|
| 1. | 88 | Caucasian |
| 2. | 24 | Negro |
| 3. | 1 | Oriental |

*Differences in total number are attributable to "no response" answers.

D. The best feature(s) about the program is (are): (circle as many as you feel apply)

1. Intercultural/racial contacts for parents. 46
2. Intercultural/racial contacts for children. 62
3. Sharing of test results with parents. 18
4. Exposure to current early childhood education practices. 81
5. Other (specify) 22

(Use the back of this sheet for additional comments)

E. My major criticism(s) of the IPSIP program is (are): (circle as many as you feel apply)

1. There are not enough funds to allow every child to participate in the classroom. 36 14 (7 in group
2. It requires too much parent involvement. 14
3. There are insufficient materials in the classrooms. 2
4. Travel from home to school is too far. 10
5. Other (specify) 35

(Use the back of this sheet for additional comments)

F. In general I am

1. Enthusiastic 29
2. Pleased 32
3. Neutral 15
4. Disappointed 12
5. Angered 1

by the IPSIP program.

G. I would like to see the IPSIP program continued beyond June of 1973.

| | | |
|---|---|---|
| 1. | Yes | 62 |
| 2. | No | 6 |
| 3. | Uncertain | 28 |

H. My age is

| | | |
|---|---|---|
| 1. | 1 | 20 or below |
| 2. | 5 | 21 to 25 |
| 3. | 14 | 26 to 30 |
| 4. | 11 | 31 to 35 |
| 5. | 10 | 36 to 40 |
| 6. | 2 | 41 or over |

I. Your four-year-old is a

| | | |
|---|---|---|
| 1. | Girl | 48 |
| 2. | Boy | 46 |

Please return this questionnaire as soon as possible in the envelope provided.

APPENDIX D

APPENDIX "D"

SMILES VALIDATION - FEBRUARY, 1971

Process

An updated version of the Smiles Test was created by Irene Fricke and Ron Nieman. An effort was made to include items which would reflect the child's attitudes toward self, school, neighbors, and peers as well as his perception of how he was viewed by others. The instrument included inputs (items) from Jim Jacobs, Joe Felix, Virginia Wigger, and Judy Wisnia.

The first two items, "How do you look when you feel happy?" and "How do you look when you feel sad?" were included as an internal validity check. Ninety-six percent of the students (N=152) answered both items correctly. A "happy face" was the desired answer on all other items except numbers 12 and 18, i.e. "How do you feel when you see somebody get hurt?" and "How do you feel when you are playing by yourself?" See Addendum to Appendix "D" for sample test.

All tests were administered by the same person, Virginia Wigger; every effort was made to make the presentations as nearly alike as possible. Eight veteran first grade teachers were asked to chose the seven highest and seven lowest self-esteemed children in their six classes. Each teacher was supplied with a prepared one page definition of "Self'Image", which is included in the Addendum.

The null hypothesis being tested was that there would be no correlation between the "Smiles" test and teacher judgements. Since the tests were administered in February each teacher had known the children in her class for a period five or six months.

Results

The data were cast in separate 3 x 3 frequency tables for each class and one for the total group. Because of the very limited range of scores (11-18),

33 scores fell into the high category on the "Smiles" Test while 50 were placed into the low category. A total of 87 instead of 84 (42 high and 42 low) were listed by the classroom teachers; this is the result of minor discrepancies among the three classroom teachers at Taft Elementary.

A simple visual examination of the data is really sufficient to detect the lack of significance. The actual chi square and contingency coefficient for the total of all class has been computed and is indicated below.

Table 21. Contingency/frequency tables for "Smiles" x Teacher Ratings, February 1972.

| SCHOOL | TEACHERS DATING | SMILES SURVEY PLACEMENT HIGH | MEDIUM | LOW | |
|---|---|---|---|---|---|
| Garfield | H | 1 | 6 | 0 | |
| | M | 4 | 7 | 3 | |
| | L | 2 | 2 | 3 | |
| Hays | | 0 | 4 | 3 | |
| | | 4 | 3 | 3 | |
| | | 3 | 2 | 2 | |
| Rothenberg | | 1 | 3 | 4 | |
| | | 3 | 5 | 8 | |
| | | 2 | 4 | 1 | |
| Taft | | 1 | 5 | 2 | |
| | | 1 | 5 | 6 | |
| | | 2 | 6 | 1 | |
| Washington Park | | 2 | 2 | 3 | |
| | | 1 | 4 | 6 | |
| | | 1 | 5 | 1 | |
| Windsor | | 2 | 3 | 2 | |
| | | 1 | 0 | 2 | |
| | | 2 | 5 | 0 | |
| TOTAL | | 7 | 22 | 14 | 43 |
| | | 14 | 23 | 28 | 65 |
| | | 12 | 24 | 8 | 44 |
| | | 33 | 69 | 50 | 152 |

Chi Square = 8.73
Contingency Coefficient = .23

Based upon the above data, the null hypothesis must be accepted.

ADDENDUM TO APPENDIX D

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## ATTITUDES TOWARD SELF (Grade 1)

1. How do you feel when you're happy?
2. How do you feel when your're sad?
3. How do you feel about growing up and getting older?
4. How do you feel when it's time to get up and go to school?
5. How do you feel when you learn something new?
6. How do you feel about how healthy and strong you are?
7. How do you feel about the way the neighbors treat you?
8. How do you feel about how you look and the kind of face you have?
9. How do you feel about the way other children treat you?
10. How do you feel about what you know?
11. How do you feel about the way your teacher treats you?
12. How do you feel when you see somebody get hurt?
13. How do you feel about yourself when you are at home?
14. How do you feel when you meet a new child?
15. How do you feel when your teacher asks you to help another child?
16. How do you feel when you finish a hard job?
17. How do you feel about asking your teacher for help?
18. How do you feel when you're playing by yourself?

NOTE: Teachers are to read questions aloud. Pupils are to blacken in the nose of either the smiling or frowning face.

Please use no. 2 or softer lead pencils. Please fill in all preliminary information (grade, sex, name, date, school). Thank you.

## Definition of Self Image

Supreme Court Justice Potter Stewart said of pornography, "I know it when I see it, but I can't tell you what it is."

I'm afraid my definition of self image may be even less helpful. Listed below are some of the ideas that we would like to include, however:

Self image is:

1. How someone feels about himself.
2. How much worth someone places on himself.
3. How someone feels about the way others treat him.
4. How optomistic/pessimistic he feels about his life.
5. Reflected in one's self-confidence.
6. Having a feeling of power & control over what will happen to him.
7. Being able to accept weaknesses he may have without getting anxious.

Self image is NOT:

1. Afraid of being wrong.
2. Bragging.
3. Showing-off.
4. Intelligence.
5. Academic/physical excellence.
6. Any single overt behavior, but may be reflected by the combination of many.

Perhaps the man who said, "Self image is not what I think I am, nor what you think I am, but rather what I think you think I am," has as good of an insight into the concept as anyone.